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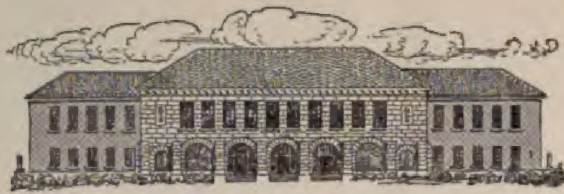
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The Pacific coast teacher.

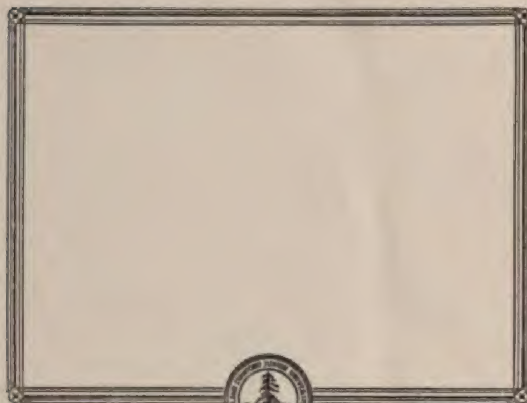
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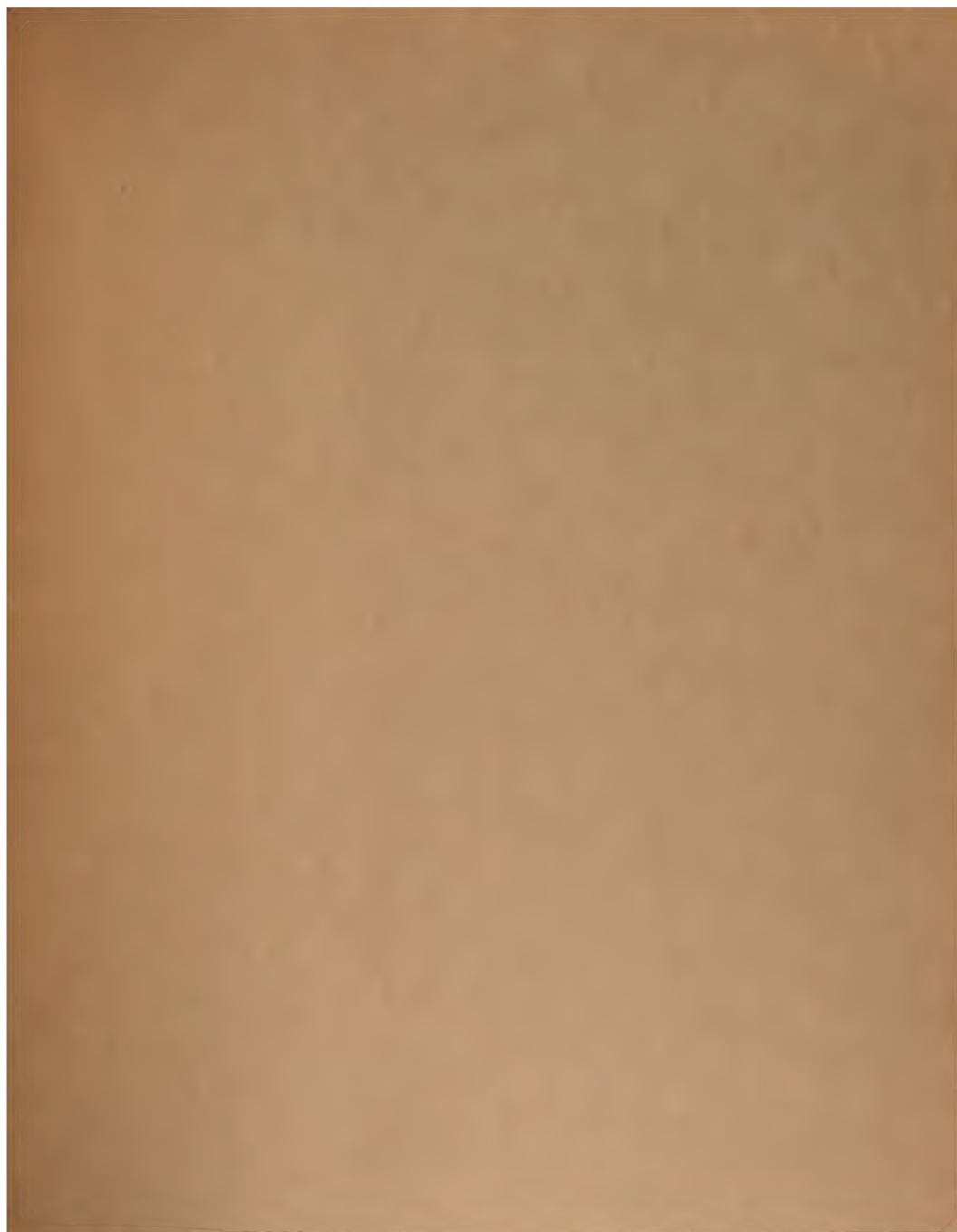


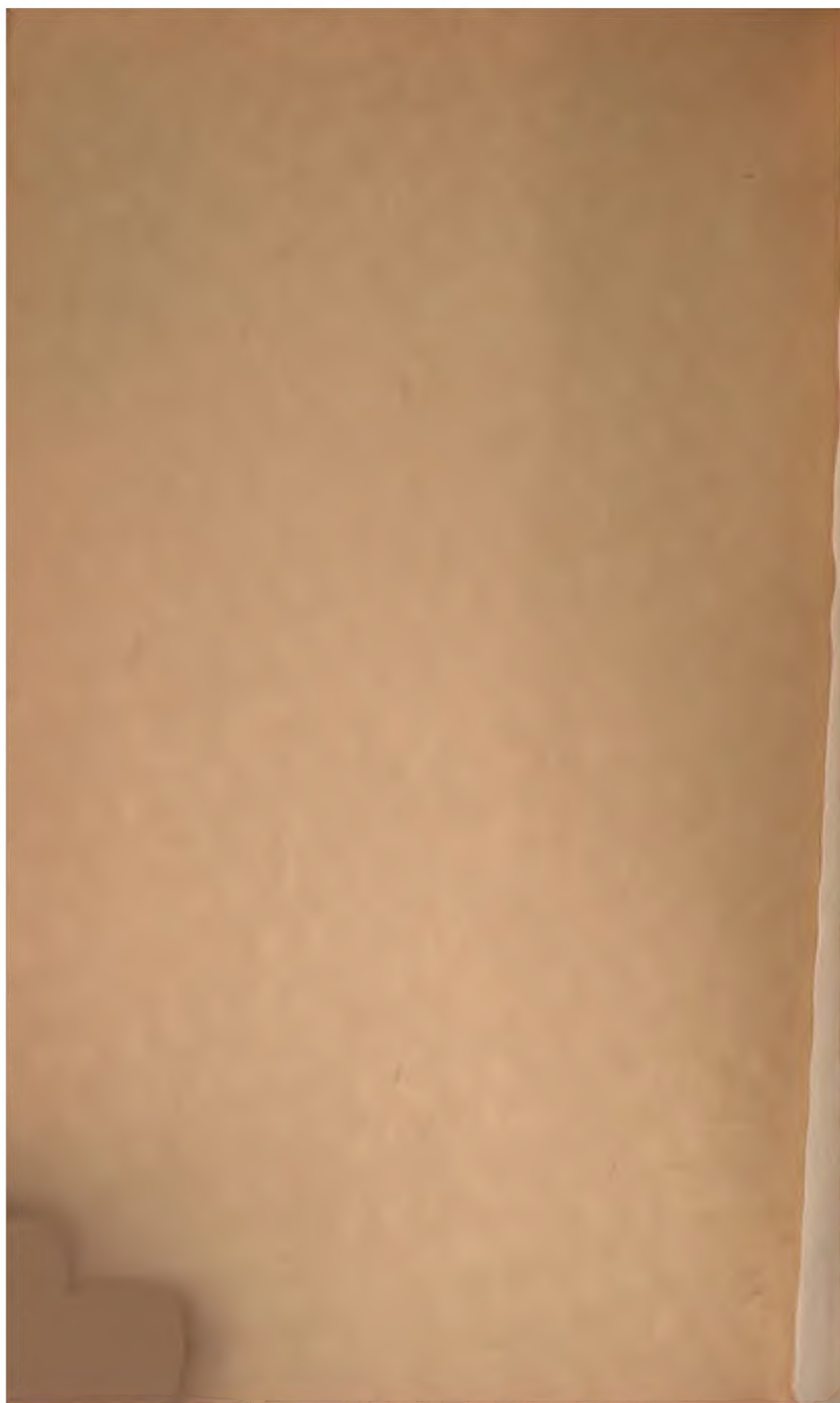
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The Pacific Coast Teacher.

VOL. I.

SEPTEMBER, 1891.

No. 1.

The Weakness of Our Public School System.

C

Opinions of Prominent Educators and Teachers on this Important Topic.

I.

By DAVID STARR JORDAN,
President, Leland Stanford, Jr., University.

HAVING been but a few weeks in California, I have not seen enough of its schools for me to speak intelligently of their defects as distinguished from the weak points in schools of other states. It is evident that one weak point has been the suppression of the secondary schools in regions outside of the large cities. By this suppression, a barrier has been placed in the way of students seeking a higher education, while at the same time the lack of higher schools has deprived the grammar schools of the stimulus which comes from advanced work. Without this stimulus the work of the lower schools is condemned to mediocrity. How serious this weakness may be, I am not yet prepared to say, and it may be that the new High School law will remove the difficulty altogether.

Taking our country as a whole, and without any special reference to the conditions in California, the greatest defect of the public school system seems to me to be this: the lack of discrimination on the part of school officers and of the public at large between good teachers and poor ones.

The best teachers are a source of help to the whole community, exerting an influence which cannot be measured in dollars, and which will be felt in the lives of all the children with whom they come in contact. They are men and women of character and scholarship, and character and scholarship involve the highest mental and moral ideals. In the words of Professor Bryan, "Science knows no source of life but life. If virtue and honesty and integrity are to be propagated, they must be propagated by people who possess them. If this child-world about us that we know and love is to grow into righteous manhood and womanhood, it must have a chance to see how righteousness looks when it is lived." If we could have in every school in California "a man or woman whose total influence is a civilizing power, we should get from our educational system all it can give and all we desire."

Taking the country over, a large percentage of our schools—the numerical majority perhaps—are taught by makeshift teachers—persons without scholarship and without ideals. These exert no more influence on the intellectual

moral growth of students than scarecrows do on the growth of corn. Yet between these and the real teachers there is no great difference made so far as the salaries are concerned. The salaries bear very little appreciable relation to the matter of fitness for the work. All over our country, good teachers are liable to have their salaries cut down to a bare living figure, because the imitation teachers can be had at any salary to fill their places. Worse than this, poor teachers are often put in the place of good ones at the direction of those men we call practical politicians and public sentiment makes no adequate reparation. Politics in school affairs has the same general effect that arsenic has in bread. Much of it means death, a little is deadly. If it were real politics, it would not be so bad for there are real teachers in every shade of political faith, but the ward politics which would treat positions in the schools as personal spoils is not real politics at all. It occupies the same moral grade as burglary and drunk steering. Favors dealt out in such ways are rewards not for official effort, but for personal service usually of a disgraceful sort. Whenever politics enters the school you will find sooner or later the same influence behind it. School officers who thus abuse the trust assigned to them have to use the words of John Brown: "a perfect right to be hung."

But leaving all corrupt practices out of consideration, the fact remains that from our primary schools to our universities the best teachers are paid too little, the poor teachers too much. In salaries and provisions there is no adequate discrimination between the best and the worst.

A poorly educated teacher should be absorbed. A teacher should never

be poorly educated. Yet no class of people seem to have less appreciation of the value of education than have many of our teachers. Their stock in trade is education but they seem to have no faith in the value of the wares they sell. If they regarded education as all important to young men and women, they would secure it for themselves. One would certainly expect that every teacher would be filled with the love of learning, that he would be eager in the pursuit of knowledge and would let slip no opportunity of securing it. If they all felt so, every teacher from the lowest to the highest would be an apostle of higher education, a member of the advance guard of civilization. Nevertheless in some states to become a teacher in the public schools is to renounce all aspirations for broad or accurate knowledge. Ability to secure a license is too often all that is demanded. The case is by no means so bad as this in California, but it is true that here as elsewhere, the average teacher gets too low an estimate on his work and lays too little stress on the value of thorough preparation.

That our schools do not realize the difference between teachers of low ideals and teachers who are apostles of civilization and that good and bad share and share alike the same fund devoted to public instruction is to my mind the greatest weakness of our school system.

II

Perkins said: "I can easier teach twenty what were good to do than be one of the twenty to follow mine own teaching." Likewise it is a much easier task to point out the flaws in our public school system than to correct them. Perfection, nevertheless, lies along the road of fault-finding. Criticism first blazes the way, improvement follows in its path.

tree at whose base I would first
my torch is one so often praised
mired that many have come to con-
t a beautiful growth. I refer to
tremely rigid system of "classifica-
y examinations" inaugurated and
ined by County Boards of Educa-

sification in a degree is necessary,
hen it becomes so rigidly elaborate
ershadow the growth of the child
nder the teacher little more than
omoton, the system is then obvi-
and extremely pernicious. The
ive competition so often encour-
in our schools undermines the
of pupils, works injury to the
r, and does no good whatever, ex-
be to give the examiners the sat-
on of knowing in which one of *nine*
ns every pupil in the county is to
ted. Our grading system gives
etry and uniformity, yet in our ec-
admiration of the exterior, we too
forget the minds and hearts beneath.
ed by the splendor of show, many
of a school as a captain does of a
ay of soldiers. The eye is cast
the ranks, and, if heads, feet, and
re in line, if, in other words, the
dual is merged in the mass, the
wallowed up in the system, perfec-
reached. Uniformity is undoubt-
be proper standard in military tac-
at, when the human mind must be
d off or stretched out so as to fit
"measure" manufactured by our
y Boards of Education, I am re-
d of the methods of the inflexible
highwayman, Procrustes, who
his victims on iron beds, and, as
se required, cut off the legs or
ed them out to "adapt" the poor
mates to the length of their reek-
ach. As A. M. Frederick says in
the Educational Journal:

The Procrustes of this age
Is the Pedagogic sage
With his hundred-credit guage;
On percentage slats they lie,
Boys who suffer, girls who die.

Under the methods of classifying now
in vogue, much of the hard work teachers
are compelled to do is worse than
wasted, and no one knows this better
than they themselves. Doing the right
thing at the right time is the greatest
time-saving appliance ever discovered.
Ten minutes spent with a pupil on a les-
son he *should* have, is worth a week
spent on work that is either beyond or
far beneath him. If a boy is ready for
meat, don't feed him soup or pie; feed
him meat.

Again. It is impossible to achieve the
greatest measure of success attainable,
when teachers are forced to bow to false
idols. To explain: Every teacher feels
a keen dread of being pronounced a fail-
ure. Now this feeling in conjunction
with the fact that his reputation depends
in a degree upon the results of the "com-
ing tests," forces him to make the "re-
quirements" of the County Board bone
and flesh of his inspiration—or *despera-
tion*. This is the "hurling of lawful ge-
nius from the throne," a travesty of the
true spirit of education. Our classes,
like Procrustes's beds, are for the "aver-
age" boy or girl. Woe is he or she who
is either above or below the average. If
above, a system of dieting (mental anti-
fat) is employed that he may be brought
back to the ordinary; if, on the other
hand, the pupil be one who digests learn-
ing with difficulty, the teacher adminis-
ters "cram" for the poor child's dyspep-
sia.

It is often argued that a written exami-
nation is the best test of a child's ad-
vance in intellectual prog-
ress. The use of verbs and deci-
sive adjectives is a fair way to judge of

the standing of a child from half an hour's talk with him, than from a perusal of his last examination papers? Every teacher knows his pupils better than any "marks" can indicate. Many a boy, dull to extremeness in examinations, has made a success of life, while the 100 per cent. boy of the school has often proved to be the 50 per cent. man of the world.

To illustrate the opinion of eastern educators on this point, we quote the following from President Hyde of Bowdoin College, who, in the September *Popular Educator* writes:

"Examination as generally conducted to-day, is educationally a blunder, psychologically an absurdity, morally an injustice. It tests, not ability to work, but capacity to cram. It puts the premium, not on quality of work quietly done throughout the term, but on quantity of memorizing crowded into its closing hours. A final examination, as such examinations are generally conducted, is no fair test of either teacher, school or scholar. The method which rests everything on a final examination, on what a scholar can remember of a whole term's work, encourages superficiality, haste, sham, artifice and confusion—the vices of work. The test of a man's education is the quality of work that he can do; not the quantity of information that he can remember.

I should then, after making the standard of the teachers profession high, and giving each teacher fewer pupils to handle, trust their judgment to the extent it *should* be trusted, believing that better results will flow from even mediocre brains in the school room than from good machines outside.

J.

OAKLAND, Cal.

III.

In a recent interview with Prof. Childs

of the State Normal School at San Jose, he said that one of the weak points of our public school system would be found in its course of study.

The course of study as prepared by the State Board of Education does not contain too many subjects, as each seems highly necessary and important; but it is very evident, especially to any one who has been brought into contact with many public school graduates, that much is taught in our public schools that has no practical value and represents a waste of time and labor—time and labor that might have been spent in acquiring that which would be of use to the child in after life.

Continuing, Prof. Childs said that our arithmetic should be cut down to one third its present size. It should contain foundation principles, these with weights and measures, commercial law and usages are all that is necessary, leaving out the vast quantity of impracticable problems with pages of solutions and answers.

If the child *learns* the principle, its application to every day problems of life will naturally follow and the child will be spared the infliction of those ancient "A, B, and C ditch" examples and others of the same ilk.

The subject of Grammar has been greatly revised and is destined to still further revision. Parsing and diagramming is becoming a lost *art*, and more time is being devoted to the *uses and meanings* of words and their combination into the sentence. The English language can not be mastered by the memorizing of rules and formulas. The only way to acquire proficiency in the art of expression—writing and talking—is by the thorough examination of the modes of expression used by those who speak and write well.

We have changed the nature of our

entrance language examinations at the Normal School, and instead of asking the candidates to parse and analyze, we require them to give the meaning and uses of words and phrases and improve or change the manner in which the writer expressed his thought, thus leaving out technical grammar almost entirely.

Many fail, showing thereby that many counties are behind the times in this line of work.

The subject of Geography has been almost entirely revolutionized during the last five years, yet pupils are still coming to the Normal, who are first-class gazetteers, but who are not acquainted with the simplest historical and scientific facts of geography. They have no clear understanding of the physical laws that govern our earth, nor of the relations existing between climate and soil on one hand, and animal and vegetable life on the other. The geographical knowledge they do have was memorized; the reasoning faculties were seldom exercised in acquiring it.

Soon through the course, a cutting down and a sifting out process is necessary, keeping that which is practical and which will prove a benefit to the child in its future life and discarding that which is learned simply because "it is in the book." The school-life of the child is too short and too precious to be devoted to anything except the acquiring of knowledge that will add to his powers and usefulness as a man and a citizen.

Another great weakness is the lack of thoroughness in the work gone over; this begets inaccuracy of thought and expression.

Pupils come to the Normal School, *habitually* inaccurate in thought and in expression—the result of slipshod teaching. The child should be trained to think logically and clearly and then to express his thoughts concisely and accurately.

I believe we can remedy most of the defects of our public schools by teaching only that which is practical and teaching it thoroughly.

IV.

To my mind, one of the defects in our public school system is the frequent change of teachers. Through this "carpet bag" evil to which our teachers are pre-eminently addicted, either by choice or necessity, or both, pupils lose time and interest, their progress is slow and uncertain, and the habits they form, irregular. The school soon lacks unity and thoroughness. We should profit materially if we would adopt Germany's plan on this point. In that country, a teacher has a legal as well as an ethical right to his position just as long so he is competent and willing to retain it.

Another great evil is the marked inefficiency of many of our school trustees. Under the law, any one may become a trustee. The drunkard, the gambler, the ex-convict, the alien, and the illiterate citizen, all are eligible to the office. No educational or moral qualification is deemed necessary. Consequently, we find schools poorly built, badly furnished and conducted, simply because of the unfitness of those at the helm.

I believe that from these two causes spring the great number of minor evils that lessen the efficiency of our schools, jeopardize their prosperity, and retard their growth.

C. D.

There is reason to believe that the political campaign of next year will be honorably conducted upon both sides and will turn the whole country into a sort of University-extension summer school for the consideration of questions of national economics and administration.

Sept. Review of Reviews.

Temperance Teaching in the Public Schools.

"All the world, as Lucknow, is a prisoner made
By the fetters of the dram-shop on our hearth-
stone laid,

And our hearts are weary with the ceaseless
pain,

And they falter when the morning calls to
strife again.

Oh! the footsteps as they echo through the
years gone by,

Sixty thousand doomed from drunkenness to die!
Slow and heavy comes the answer as the end
draws near,

Sixty thousand in the siege to perish every year.

Not alone the solemn tread of sixty thousand
slain,

Echoes through the years o'er and o'er again,
But each year the demon in his mustering beat

Mortgages the footsteps of sixty thousand little feet."

What are *we* doing to save these little feet from marching to the music of drunken revelry? As a result of the efforts of the Womans' Christian Temperance Union the school law of California requires that the pupils in all grades shall be given "special instruction as to the nature of alcoholic drinks and narcotics and their effects upon the human system." Although it is of vast importance that this law be put into effect, we must admit that in many of our schools it is completely ignored. And why? Partly because public sentiment does not demand its enforcement, partly because of a lack of interest among the teachers, but principally, because of a lack of knowledge on the part of the teachers. The majority of these, not having had any definite instruction in this particular line of work, really do not know where to begin. No teacher likes to introduce a new subject into her school-room unless at least reasonably sure of success.

Temperance teaching does not receive the attention it merits from educational workers and writers. Yet if we are on the lookout for helps, we shall find

them. Any text book which is recommended by Mrs. Mary Hunt, student of this work in the National C. T. U., may be relied upon.

I found "The House I Live In" an excellent guide, especially in primary work. Our temperance lesson given in the form of a general exercise, comes immediately after one o'clock when bodies and minds are rested. Sometimes, it consists of a story from the book, sometimes of an experiment, and occasionally of an experiment in this connection, the leaflet published by Mrs. R. R. Johnston is very helpful. (Any teacher who will send twenty cents to Mrs. D. J. Spencer, 132 Market St., San Francisco, will receive a package of temperance leaflets including the one on experiments, and one on the "temperance arithmetic.")

A series of articles by Mrs. Blockman in the *Pacific Educational Journal* also is very practical. At the close of each chapter of "The House I Live In," there is a set of review questions. These I wrote upon slips of paper, adding any experiments to cover the experimental work. I numbered them in their order, and let each pupil draw several slips. When they were given a moment to read their questions over; then No. 1 arose, read the question aloud and answered it if he could; then No. 2 arose promptly, recited, and so on. The pupils enjoyed this, never thinking of it as a "review" or an "oral examination," but often saying, "Isn't it time for more written questions?" If we will try as faithfully to make our boys and girls total abstemious as we do to make them good readers, they shall certainly have at least a measure of success. Children seem to be scientists by nature. Experiments delight them and convince them.

The use of colored plates showing the effect of alcohol upon the various organs

ly is sometimes very effective. All your old physiologies, and probably find something in this one day, our lesson was based on series of plates showing the effect of alcohol upon the stomach—from the healthy condition, through the successive stages of "moderate" drinking, to inebriety. At the close of the lesson the boy who usually seemed but little affected by the temperance lessons, gave a decisive nod, "My stomach is going to look like that!" How the effects of past discouragement vanish. Let the children look long and closely at the pictures; even tear out and pin it on the wall that the picture may be more lasting. In all other work, drill, drill. Alcohol is poison. They must know that and know their own names and believe that they believe that two and two

secondary in importance is the question. Our boys must know alcohol in any form, at any time of day, is injurious, but especially must be warned of the dangers of cigar-smoking in youth. If the day is the day when men and women are to be brought to the same standard of purity, it is down in the lives of the boys and

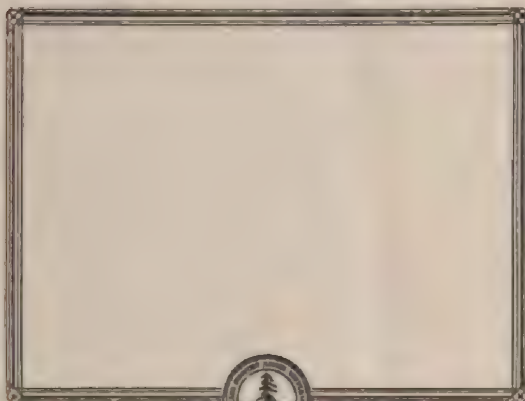
it brings us to the other branch of temperance teaching—temperance as a habit to be taught in connection with good character and manners. In this work, the "Board Lessons" by Mrs. W. F. are a great help. They are published in four numbers; at ten cents each by the National Temperance Society and Publishing House, 58 Reade Street, New York. Another book liked by the folks is the Temperance First Book, published by the same house, at ten cents. If the teacher has morning

quotations, let her have a temperance Scripture text or a bit of temperance poetry learned now and then. Stories must not be omitted. My pupils like nothing better than to have me read them a story from the children's page of the Union Signal on Friday afternoon. Sometimes it is a tale of misery and heart-ache caused by the liquor traffic and of the worse than homeless little waifs among our city poor. Children who live in happy country homes will sit with earnest faces and wide-open eyes as they learn a little of how the other half of the world lives. It does the boys and girls a world of good to get these glimpses of the dark side of life; they will grow to manhood and womanhood with broader sympathies and more love for suffering humanity.

But little folks must not have too much gloom; so, occasionally a funny story should come in. We shall find a humorous side to this question if we only hunt for it. These stories can afterwards be made use of in the language lessons. One of my fourth year pupils, the one who was so impressed by the picture of the drunkard's stomach, surprised me at one time by a burst of temperance enthusiasm in the form of an original temperance story. Crude, of course; but the moral tone was good at any rate. Among the sixth and seventh year pupils, I often use the Signal stories for sight reading. If "speaking" is had, let temperance come in for its share of "pieces." The temperance alphabets are old but generally find favor with the children. Then why not take a half hour once in a while to tell of children's organizations and the papers published by them? If the pupils are acquainted with Black Beauty, they will like to read about the Bands of Me.



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pended for common public schools and for armies and navies:

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Italy	4,000,000	90,000,000
France	21,000,000	150,000,000
Russia	17,000,000	209,000,000
England	24,000,000	156,000,000
Spain	1,500,000	100,000,000

From the above table, it will be seen that for every dollar devoted by the principal powers of Europe to education, there are *eleven* dollars expended for the armies and navies. One dollar to raise the masses from the depths of ignorance and superstition and eleven to force them into servile submission by the bullet and the bayonet.

We quote the last two stanzas of Longfellow's *Arsenal at Springfield* as being singularly appropriate:

Were half the power that fills the world with tears,
Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenals and forts.

The warrior's name would be a name abhorred!
And every nation that should lift again
It's hand against a brother, on its forehead
Would wear forever more the curse of Cain!

No Royal Road to Learning.

The nineteenth century is proverbial for its inventions of time-saving methods and appliances. We have become so accustomed to the periodical strides of inventive genius, that, to many, there is no such thing as the impossible. After contemplating the magnitude and the variety of the world's commerce and industries; after being deafened, dazzled, and benumbed by humming wheels, rattling spindles, hissing steam, and flashing lights; after observing the wonderful performances of that mysterious

force—electricity; there has grown up among us, a ready credulity regarding any new scheme or undertaking.

In this age of innovations, rash indeed is the man who says anything is impossible. As soon as the words of doubt are uttered, he is confronted by some one with, "Do you know what they said of Robert Fulton?" "Do you know how people ridiculed the idea of a trans-continental railway, and the electro-magnetic telegraph?" "Don't you remember how they received the Panama—, I mean, the Suez canal project?"

Notwithstanding the fact that all these things are within the realm of the possible—even the Panama canal—it still remains that there are some things, from their very nature, impossible to accomplish or invent; as, for example, a perpetual motion machine, or a finished education in six months. Yet a remnant of men still exist, who, like the alchemists of old, hunt for the philosopher's stone that shall create for them something out of nothing.

The work of education, unlike that of commerce and industry, is not affected materially by inventions. Occasionally, however, we hear of such quick-acting methods as "Banjo made easy," and "German in six weeks." Works, which undoubtedly furnish the talent of many linguists and musicians. A sad commentary on the talent, however.

The latest innovation in the educational world, the avowed purpose of which is to make culture a pleasure, is the so-called, "new" education. Its advocates claim, that by using various devices to attract attention and arouse curiosity, pupils may be carried along a "royal road to learning," that they are brought into a happy relationship with their work, and that the monotony of the schoolroom is entirely relieved. True,

us to study the pupil rather than work, an aim of acknowledged virtue, which by no means originated the "new" education.

The fervent advocacy of any new method there is great danger of losing sight of the ultimate end. As the development of the mental and moral powers is the aim of all true education, with this as a touchstone let us test the points advanced in favor of the "new" edu-

cation, in presenting devices to attract attention and to arouse curiosity, the object of the pupil naturally lingers long at the device. Where the device is not to be studied, this is not an unwholesome. It is possible to so dress a truth in ribbons and ruffles, that truth itself becomes invisible. Embellishments should adorn, not drown. The "new" educator dresses work, the teacher, in first one costume, and then, another; but the pupil, like the Daffydilly of fiction, is not long in recognizing the countenance of Mr. Toil. In aiding the pupil to evade the work, we virtually deny, in part, the value of labor.

Appealing to the curiosity, we should remember, that, although it is one of the earliest feelings of childhood, it subserves a valuable purpose only in the attainment of knowledge. So, in the classroom, curiosity should be a means to an end. Instead of cultivating it as something to be desired in itself, it should be converted gradually into the more intellectual—spirit of investigation. Curiosity is always uneasy; investigation is not; the one must be amused, the other seeks instruction. Curiosity, like a traveler flying from place with restless rapidity sees an endless variety of things, but sees nothing well; Investigation, on the other hand, travels slowly and sees more.

In considering whether or not the "new" education brings the pupil and his task into a happy relationship, first, we naturally ask, "What is his task?" Evidently, to form correct habits of thought and study. This is, rightly a task. If, however, while playing, pupils are induced to advance, the habit formed will not be of any great value to them, indeed, on the other hand, it will tend to develop a spirit that leans on circumstances. No great work is likely to be accomplished by any one who does not draw a sharp line between work and play. Although we look for no great achievements in childhood, we do look for the formation of correct habits, and one of these habits should be the unhesitating performance of duty be it pleasant or unpleasant.

Again, it is claimed that the "new" education relieves monotony. Now, while excess of monotony is dullness, some monotony is necessary for the formation of habits of culture. Stupidity and dullness are at one extreme, superficiality and fickleness at the other. In this, as in all else, the golden mean is safest and best.

Opposed to the "new" education it may be said that it fosters a very common dislike for real labor. Pupils are seldom brought face to face with an unvarnished, honest task. And then, when they are, they will not accomplish it, if there be a lack of their accustomed stimulus—curiosity. Life teaches plainly that we cannot travel its highways in a coach-and-six, or sail its seas on flowery beds of ease. In pursuing the principle that all acquisition of knowledge should be agreeable, the pupil will not be taught to surmount the obstacles that lie in the path of every student, but, on the contrary, will confine his efforts to the light and the agreeable, or that which requires

least research and meditation. Such habits weaken; every breath of adversity sways the will and changes the course of the intellect.

So the royal road to learning is yet to be found. Toil, now as ever, is the only passport to progress. The greatest geniuses have been the greatest workers. Individual progress, ancient, medieval and modern, whether in philosophy, science, or art, has been ever wedded to never-tiring toil. Genius itself, as Buffon and Johnson boldly define it, is the capacity for concentrated labor. The immortals of the world did not, like tender plants, grow up in hot-houses, but, like the sturdy oaks, attained their stature amid warring elements. Let us glance for a moment at some of the toilers whom the world delights to honor, and see if we can find any who trod a "royal" road.

Virgil, Donatus tells us, threw off a number of verses in the morning and employed the rest of the day in polishing and pruning them down. Plato turned and returned the first sentence of his work, "The Republic," nine times before he was satisfied with it. Demosthenes' phillipic's, Cicero's thunderbolts, and Chatham's words of fire, were the concentrated fruitage of years of toil. The crowning efforts of such men as Shakespeare, Newton and Webster find their roots deep in research and meditation. Galileo in his Italian dungeon, Elias Howe in his American garret, experienced the toils of invention. Columbus, buffeted by the world, suffered some of the adversities of discovery. Civilization points to its martyrs all along the vistas of the ages. "Nothing great and durable," says Tom Moore, "has ever been produced with ease. Labor is the parent of all the lasting monuments of the world, whether in verse or in

stone, in poetry or in pyramids." then, without it, can we ever build the human intellect; that py whose architect is God, whose s reaches heaven, whose time is el itself?

LANGUAGE OF THE HILLSIDE

[The Lompoc school, Santa Barbara, was recently awarded the prize offered State Board of Education to the fine most appropriately decorated school in the State. As this school, through the of its Principal, Mr. Holton Web achieved a state reputation we publish guage of the Hillside," the salutatory read at the graduating exercises of the mar Grade class, as a sample of the work done in the Lompoc school.—ED.]

It is pleasant in the early spring when the faint green of the tender of grass tinges the landscape, and sweet fragrance of flowers, the Flora, floats on the air like incense walk out on the hills, and, near to tures heart, to observe how carefully has been to surround us with objects beauty, appealing not only to the but to the ear and heart.

The green grass, the delicate of the flowers, the sweet caroling of in the trees, in whose deep shade, and violets love to rest, the blue and the fleecy floating clouds, s over our heads, like dream-ships in of azure, bound for some hazy po yond the mountains, freighted with goes of the pure breath of morn f stifled inhabitants of perhaps some ilential city, all tend to lift our hea praise to Him who made all things

When the lances of the sun have the garments of Night, revealing its loveliness, the world and ready for flowers, first gle dew-dri der r

return and as a compensation for day's dust and heat. If you look there, in the shade of a tree or the crevice of a friendly rock, you may perhaps find a newly blossomed violet, peeping back under its green leaves, as if ashamed of showing its new loveliness to the world. As you touch it, its sweetness fills the morning air, a drop of dew falls from its purple throat, and makes the flower more beautiful.

Peeping out from under a mossy stone, the violet is glad that it is where the sun's rays will not scorch it. Out where they are, in the blaze of the sun when it is at its full power, as a child just wakened from a refreshing sleep, the violet's eyes are just opening their lids.

Peeping over the dewy chaparral, a flower of glory, appropriately named, like the first blush of dawn and like it, opens its beautiful blossom, with its clinging tendrils festooning the vine from tree to tree and the bush, seems to invite the attention of the passer-by.

Flaming, flaunting poppies on that knoll rival the sun's brightness, covering the ground like a carpet of gold, seem a fit emblem of our state; with their zephyr shaken petals, they beckon us to catch a bit of their brightness. The fresh dew-wet wild rose nods in the wind; the grass as it is stepped upon, leaves no print except where the tears of joy are shaken off. Three travelers, with weary faces and travel-stained garments, as their eyes rest on the beautiful vestments of Nature, think that Nature was always clothed in so easy and pleas-

glory, each selecting his own path.

With firm step and proudly held head, the brilliant and talented scholar wends his way, scorning the poor, slow plodder at his side, who, with his book in one hand, earns his living with the other, and moves slowly onward to his heart's desire. The other traveler is a modest, unassuming seeker after knowledge, bearing with meek, but indifferent air, the scornful looks of his proud fellow-traveler, and goes steadily upward in spite of obstacles.

These are but three types of men out of the many, each taking sure steps upward. The brilliant scholar may perhaps get to the top first, because having no impediments, but the plodder is slowly approaching the summit, and though not so talented as his more brilliant brother, his learning is the more lasting because more slowly acquired. The ambitious climber is slower than his brilliant relative, faster than the plodder, and climbs for the love of it, and though seeking not for fame, he is surely nearing the goal.

We who are here to-night have taken a few faltering steps upward, and, with much labor—for nothing of good or great or famous import was ever accomplished without labor, we stand before you to show the results, and in the name of my classmates, I welcome you to hear and to see. The good words and thoughts that shall fall from our lips are but a shadow of the beautiful things we have found in our short ascent on the foothills of the Mountain of Knowledge. Though we have found many stones to obstruct our passage, our short journey has been very pleasant, enjoyable and profitable, guided as we were, by the kind words and assistance of our teachers and books.

Our pathway is strewn with flowers of opportunity which, if we stoop to pluck

will be ours. By our side is the Flower of flowers of Opportunity, the rose, typical of the "beauty" we may find in the writings and thoughts of wise and learned men. High up over our heads, is the clematis, whose "mental beauty" we may acquire by much cultivation. Standing there by itself, but surrounded by sharp rocks and tall grass of adversity, is a tree with round plump cherries of "good education" hanging thickly upon its branches. These cherries though so plentiful and seemingly so near, can be gathered only with a persevering and diligent hand. Under the festoons and branches of the clematis of "mental beauty," is the coriander, typical of the "hidden worth" one may find under the most unpromising exterior.

Under our feet we are trampling on some of the loveliest and most useful gifts of Chance, which, if we would make use of, we must stoop and gather for ourselves, waiting not to have them put into our hands.

If we pluck those sweetest and purest of Pansies of "thoughts," and that rose of "love" of all that is "beautiful," that lie in our path, and the "energetic" Salvia, the cardinal flower of "distinction" may yet be graven on the bouquet that adorns our crest, though we may be long in finding the Canterburybell of "acknowledgement."

A ramble over the fields and hills is very pleasant sometimes, but it is also pleasant to come indoors to rest, and I will conduct you thither with a homely but true phrase of "Josiah Allen's wife," who says, that "life is like a hit or miss rag carpet." Looking carelessly over it, one's eyes may perchance rest on a sunshiny streak, like a bright page in one's life, and following along that line it suddenly breaks off into a sombre color, like a storm after sunshine; and surely after

one considers it, life is rather strange. Of course one would wish the sunshiny more numerous than the stormy ones, especially in school life, which is apt to be beautifully variegated.

In the past three years of our school life, thanks to our kind teachers, the sunshiny streaks have predominated over the dark ones, and though there have been many tangles in the skein of circumstances, the majority of them have been taken out, and this much we can climb up the hill of Science, surrounded as we were by beautiful and fresh suggestions, kindly assistance and helpful advice, is long to be remembered. Now to these our Graduating exercises which are to follow, we hope you will lend a kindly and lenient ear, remembering, that perhaps by your example:

"Some forlorn and shipwrecked brother
Seeing, shall take heart again."

NINA D. MOREHEAD
LOMPOC, Cal.

GRADUATION WEEK.

It was with heavy hearts that we neared an old familiar school our thirtieth commencement of our last week—the Monday that we were to spend as teachers after knowledge in its ever pleasant rooms. We had toiled and struggled long to reach this highest step, and as we approached it, our hearts were filled with the thought that we would no more listen day after day to the words of wisdom heard so often there. Our thoughts of the partings that would take place oppressed us, though we were glad for the others that at this time "Victory had been labors crown," that soon each would be striving with untold patience to develop the young precious minds. It was a happy thought after all, that we had chosen, a

and Man Eloquent" said, "the grandest of all professions, and one that has made itself to be an uplifter of man-

the class that was to take our place with the deepest sympathy for us, as well as fellow-feeling, which manifested itself in the royal reception prepared for us the last Monday night. How the pulchritude, and what fine taste was displayed! Every leaf and flower seemed to place under the touch of those hands. The halls, libraries, and parlour rooms seemed perfect bowers, placed so as to aid in the evening entertainment. All nations of the world were represented perfectly, and as we moved from one room to another, little souvenirs typical of the country we had just visited, were handed us, which, though in themselves were trifles, will forever remind us of our then Senior B's. The reunion of the alumni, held the day night following the reception, was one of the merriest of gatherings. The last part of the evening was spent in the Assembly Hall where Professor Childs gave one of his usual pleasing and profitable talks. We can not say "lecture" for Allen appears to us not as a lecturer but more like a father talking to his son. Advice mingled with words of wisdom, and touches of wit and humor held the audience in pleasing expectancy, prepared us for the happy reunion. When the programme was finished, there we heard the happy greetings, and merry peals of laughter as we wended our way to the lower halls to partake of refreshments served with unsparing hands. We were glad to see so many of the alumnae present and to know they still kept a place in their hearts for the dear old school, and that the ties which bound them are not yet dead. An effort is being made to

strengthen the alumni, and it is the desire of the class of June '91 that a greater number of the graduates be present hereafter, at these re-unions, thereby showing their interest in the Normal and in one another.

How quickly the days passed; soon Friday was upon us! Still, we were ready to receive our diplomas and to hear the happy plaudit of "Well done." As the class sat there listening to words of wisdom and advice from those who had long ago stood on the "border" of the same new and untried "land," hearts throbbed faster and faster as resolutions were made that will probably last until the end of time. It was with swelling throats that we sang our most beautiful song written by our poet. Part of her own beautiful nature is imbedded in those words, and we predict for her a happy and successful future. Professor Childs congratulated us on our success and recommended us to our friends as being ready to take our places in the field and to labor hard with those of the same profession. He then spoke of his eastern trip, of the schools he had visited, and of his many new and delightful experiences. He came home ready to declare that the San Jose's Normal is the best institution of its kind in America, and that the country schools of California are the best "between the two oceans."

Mr. John Swett and Mr. James Denman followed with a few happy words expressing pleasure they felt in extending to us the right hand of fellowship. They said that ours had always been spoken of as the "Gem" class, and they felt sure we would make our mark in the world.

In the evening we gathered together for the last time in the halls of the Normal School and there received the congratulations of our friends. A short but

interesting program was prepared which added to the pleasure of the evening. By request, the new graduates assembled on the stairs and sang the class song. Then our worthy class President, Mr. Roberts, spoke a few words in behalf of his class, to classmates, teachers and friends. He spoke of the pleasure derived from faithful work, of the willingness of the teachers to assist, and of the kindly feeling existing between school-mates. We wish to thank him for the efficient manner in which he performed the duties of his office.

And now as it was growing late, we had to say "good-bye. We whispered words of encouragement to those left behind and that they should "Seek the Highest and Best" as we had ever tried to do.

Most of us now are teaching; let us ever be mindful of the sentiments expressed in our song. May we have courage to do our duty wherever our lot, so that

"When evening shades close round us,
When our journey here is o'er,
When into rest of Heaven pass our classmates
one by one,
May there be no vacant places, may we meet
to part no more,
And receive the Master's blessing as he saith
to us "Well done."

L. F. W.

READING CIRCLE.

Most of the graduates of the Normal, if not members of the Alumni Association, are aware that such an association exists, and to strengthen this a Reading Circle was formed in 1887.

The former work of the Alumni Association, although varied from time to time, did not seem to draw the graduates together and members scattered over remote districts derived no benefit whatever from their connection with the asso-

ciation. How to make the society attractive was a question under consideration for some time. At course of reading was arranged should offer to all members a system plan for improvement, while at the time the bonds of union were strengthened by unity of work and purpose. At the annual meeting of the association in June, 1886, the plan of the Reading Circle was laid before the members. The Executive Committee was organized to formulate a course of study to have it ready by January, 1887. Ruth Royce of the Normal School was elected Corresponding Secretary. Preliminary papers stating the plan were sent to all graduates who addresses could be obtained, and every part of the State letters of application were received, and the names of the graduates were placed upon the list of members.

By the new year, the plan of the year's course of reading was ready for distribution, and in December of the same year, twenty-five certificates were awarded by the examining board to members who had responded to the examinations.

As the circle was in its infancy the amount of correspondence was small, and, after two years of faithful service, Miss Royce, feeling the work too burdensome, resigned the office of Corresponding Secretary. Miss Belle Bird was elected Treasurer, was appointed to fill the vacancy. Miss Bird took charge of the work until June, 1891, when Mr. Squires, the present incumbent, was elected.

As the whole management of the society is left in the hands of the Executive Committee, these officers have been chosen from members residing around San Jose. Although w

ership and are out of debt, we
ur circle is not what it should
ng the extent of the field we
mand.

THE WORK.

little time is given to general
hile in school, it was thought
to make historical reading a
inent part of the course.

rks of fiction, afford recreation
e same time serve to impress
s historical epochs.

eral literature includes a por-
work presented for the post-
course of our own school and
he selections required for ad-
the State University.

eacher should be an active
f some reading circle and, for
ready touched upon, our circle
y adapted to Normal graduates.
aduates for the first few years
ring school teach in country
here they have not the advan-
good library and where there
timulants to new exertions.
especially, our circle makes its
ppeals.

ditions for membership are ar-
h a special view to encourage
Any graduate may become
upon paying the initiation fee
lar. The annual dues being

Those already members of
i, are received as members of
ug Circle without extra dues
erson may become a member
g recommended by a graduate
g the required fees.

circulars are sent out at the be-
each year giving full details

At the end of the year exam-
estions are issued and certifi-
to those who have completed

At the close of four years,
are granted for the completion

of the course. As many are too busy to
complete a full course, our graduates are
few in number compared with the read-
ers, but all who do read at all express
their appreciation of the work laid out.

It is hoped that teachers who have not
yet identified themselves with the asso-
ciation, will send their names and ad-
resses to the Corresponding Sec'y, Mr.
H. Squires, San Jose, and receive a circu-
lar of the work for 1891.

To the lover of books the appended
course speaks for itself.

COURSE FOR 1887.

- History— { The Story of Chaldea, by Z. A. Ragozin.
The Story of Ancient Egypt, by George Raw-
linson.
The Story of the Jews, by James K. Hosmer
Historical Novels con- { An Egyptian Princess, by
nected with the above— { George Ebers.
Ben-Hur, by Lew Wallace.
Professional—Payne's Lectures on Education.
Books recommended, but { Hypatia, by Charles Kingsley
not required— { Uarda, by George Ebers.

COURSE FOR 1888.

- History— { The Story of Assyria, by Z. A. Ragozin.
The Story of Persia, by S. G. W. Benjamin.
Historical Novel—Zenobia, by W. Ware.
Professional—Philosophy of Education, by J. K. F.
Rosenkranz.
General Literature— { Lay of the Last Minstrel by Scott
Vision of Sir Launfal, by Lowell.

COURSE FOR 1889.

- History— { The Story of Greece, by James A. Harrison.
The Story of Alexander's Empire, by John P.
Mahaffy.
Historical Novel—Aspasia, by Robert Hamerling.
Professional—Compayre's History of Pedagogy, Trans-
lated by W. H. Payne.
General Literature— { The Alhambra, by Wash't'n Irving
Preparatory Greek, Course in Eng-
lish, by J. Wilkinson.

COURSE FOR 1890.

- History—The Story of Rome, by Gilman.
Historical Novels— { Antinous, by Taylor, translated from
the German by Mary J. Safford.
Last Days of Pompeii, Bulwer.
Professional— { Mind Studies for Young Teachers, by
Jerome Allen, or
Lectures on Teaching, Fitch.
General Literature— { Preparatory Latin Course in Eng-
lish, by Wilkinson
The Newcomes, Thackeray.

COURSE FOR 1891.

- General History—Meyers.
Part II is to be carefully studied as a basis for Modern
History which will be begun next year, while Part I is
to be used, when necessary, for reference and review.
Science—Tropical Africa—Drummond.
Professional—Self Culture—James Freeman Clarke.
Civics—How We Are Governed—Dawes.
Fiction—A Tale of Two Cities—Dickens.
(A story of the French Revolution.)
Optional—Quentin Durward—Scott.
(A Story of the Court of Louis XI of France.)
Schonberg, Cotta Family—Mrs. Charles.
(A story of the Reformation.)

Normal Index Department

EDITED BY THE
SENIOR CLASS OF STATE NORMAL SCHOOL.

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THE "INDEX," this year, appears to its readers in a slightly different dress. Instead of publishing it as a paper by itself, the Senior classes have decided to co-operate with the editors of *The Pacific Coast Teacher*, and, henceforth, they will spend all their latent energies in making "THE TEACHER," combined with the INDEX, the leading educational journal on this coast.

The INDEX Department should fully represent the Normal; and careful, accurate accounts of the work done here, will, without doubt, be gratefully received by many a former fellow-student.

Those interested in the welfare of the INDEX should not feel that the paper has gone from them or from the school. It has simply spent the vacation tailoring, and is ready to appear before its readers in garments, bright and new.

AMONG the surprises in store for returning Normalites, was the notice of the marriage of Miss Mary J. Titus, our former preceptress, to E. H. Hazelton of Philadelphia. Although the ceremony

took place at the residence of Mr. Fish, Martinez, Calif., the newlyweds couple intend to make San Jose their future home.

Mrs. Hazelton has been connected with the Normal since 1872, where her both as a teacher and as a kind and generous friend, has left its impress of strength and nobility on many minds. The pupils of the school unite in extending to Mrs. Hazelton, their very best wishes.

SINCE our good-byes last June changes have taken place in the Normal. A number of old faces are missing from the faculty and new ones are in their stead. Miss Bethell's position is being filled, during her five months of absence, by Miss Hamilton, a graduate of the Los Angeles Normal and of the State University. As Miss George has resigned, Mrs. George is no longer preceptress, and the position formerly held by her in the Training School is filled by Miss English, who has, for years, been inspectress of the San Francisco schools. Miss Mackinnon is entirely new to us since she has not been here before, as a substitute. She is a regular member of the faculty. Addicott, our new instructor in training, is also known to some. He is a graduate of this school, and has spent a year at St. Louis, studying a branch of work which he is, at present, engaged in teaching.

IN rearranging the rooms of the building, the reading room has been transferred from F to O; Miss Walker from C to D, and Prof. Holway from O to F. Room 54, a spacious apartment in the basement, is now the workshop. It is fitted with pigeon holes enough and sufficiently numerous to allow each student a place for his

chemical laboratory is very attractive with its new paint and glass cases. The new buildings, however, are only an earnest of improvements that are to come, and they bring us tantalizing whispers of a new gymnasium which is soon to be built, and for which we have so long been waiting.

Plans for the new Training School have been drawn, and are already accepted by the Board of Trustees, and the authorities at Sacramento. The building will commence in six weeks, and the present Middle School undoubtedly do their Senior work in the new schoolhouse, which is a handsome edifice of two stories and basement. The plan shows six recitation rooms and two assembly rooms. Eight recitation rooms and one assembly hall on each floor. Additional rooms on the first floor are to be used for garden purposes. Student teaching is made possible by modern conveniences which enable to accomplish work that was formerly impossible.

SCIENTIFIC.

THE DEVELOPMENT OF LIFE.

There is probably nothing in the study of geology more interesting to all classes of people, than the development of life as indicated by the fossils found in the rocks of the earth. From the cultured, scientific scholar to the ignorant coal-miner, all are excited by the discovery of a fossil in a mass of old round rock. Even the child has an interest in anything relating to geologic man, and prizes his collection of arrow-heads and ancient implements as treasures of great worth. According to the opinions of the best

scientists, the first form of animal life was, undoubtedly, a creature made up of cells closely resembling the *Amœba*, our lowest form of life. This "Dawn-animal" existed in Archæan Time when the temperature of the earth must have been very great; this is shown by its fossilized remains being found in the original V-shaped continent of North America. This creature marks the beginning of the growth of animal life on our earth.

Plants probably existed before animals, as they can live at a higher temperature, but both plants and animals were aquatic, the former belonging entirely to the Algae or sea-weed type. After the "Dawn-animal," the next forms of animal life were Radiates, Mollusks and Articulates. Of the latter, the Trilobite was the earliest species; it was a strange looking animal having its body divided into three lobes. To these invertebrates are added, in the Lower Silurian Age, the scorpion and a few insects—the first land animals on record, although the sea was filled with low forms of life. In the latter part of the Upper Silurian Age, there appeared something entirely new in the way of animal life, the first of the vertebrates—several species of fishes—but these were much smaller than the other forms of life in that age.

The Devonian Age was filled with forms of beauty in both animal and plant life. Brilliant corals and polyps filled the sea, while fishes of many hues swam among countless varieties of bright-colored sea-weed.

The Carboniferous, or as the name indicates, coal-bearing Age next appeared, with its vast forests of tree ferns, pines and rushes. This Age is very important as it is from the fossilized remains of these ancient buried forests that we obtain most of the artificial heat which gives us comfort, and conveniences as

well as moves our ponderous machinery. In the words of Dawson, they "treasured up for our long winter nights the Paleozoic sunshine, and established for us those store-houses of heat-giving material which works our engines and propels our ships and carriages."

The land animals now began to develop rapidly, the snail and the scorpion being followed by reptiles, all of which had lungs, and were therefore of a higher order of life. Insect life was very abundant in this age, affording support for the fishes and reptiles. The order of Trilobites, which held so prominent a place in the preceding age, in this age is almost extinct, while other crustaceans that came into being almost at the same time prospered during this Age, and have continued to do so, until the present time, modified of course by the changing ages.

Following the Carboniferous came the Permian Age, which was remarkable for its great upheavals and changes on the earth's surface, for the scarcity of its animal and plant life, and for its valuable mineral deposits. The greater part of the fauna of the preceding age, a few types excepted, was here destroyed by the disturbances on the earth; while plant life nearly all disappeared except the great tree ferns, forms of which have endured throughout the ages and are still found in the Tropics.

We shall now consider a new epoch, the Mesozoic which differs from preceding ones in that, its fauna and flora were much more advanced than those of the preceding ages. It presented as the age advanced a marked variety of trees, resembling our pines and palms, and later a variety resembling our oaks, figs and walnuts; the latter being the earliest exogens of which we have any trace. From that time on to the present, our world

has been decked with beautiful and trees.

The Jurassic Age of this era is the Age of Reptiles, because at the reptiles reached their highest development. They were found on land, sea, and in the air, and attained size, some being fifty feet long and feet in height. The reptiles of resembled birds in their structure though they were furnished with and their wings were like those of The real birds, too, appeared in the and they, in turn, were somewhat reptiles.

The first Mammals appeared in the zoic Era, as little animals resembling kangaroo and other Australian mammals of to-day. From this beginning developed the class Mammalia, which since reached so high a development. The Tertiary Age, the first in the zoic Era, is called the age of Mammals because in this age were represented the Mammalian types. The plants of this age are said to constitute more than three fourths of the present vegetation of the earth.

At the beginning of the Quaternary Age, the climate of the northern hemisphere, which had been very much changed to that of the present Arctic regions, and glacial action commenced in the mountainous regions. During the ice period many forms of vegetation were destroyed as were also those animals which could not change their habits or migrate to warmer climates.

It is supposed by most scientists that the origin of man immediately followed the ice period, but no one is able to say certain when his age began. When he first came into existence, he lived in caves and, by his inventive power, was able to make rude weapons to aid in conquering the lower animals.

him in his struggle for existence producing, at this time, the sheep and other useful animals, as well as the whole order of plants, to which belong our common fruits. The Age of the highest of the Creator's hand- is the last link in the Chain of us making the earth's history a harmonious whole. We cannot think how aptly Hugh Miller Dryden's words with respect to creation.

Harmony, from heavenly harmony
Universal frame began,
From harmony to harmony, through all the
Pass of the notes it ran,
Soon closing full in Man."

L. M. A.

ASTRONOMICAL NOTES.

Venus is a morning star. It reaches its western elongation on September 15, rising then about an hour before the sun—not quite far enough away to be seen. Venus is not in good position quite near the sun during the whole month. On the morning of September 15, it changed from a morning to an evening star, but will probably be out of sight during the whole month. Venus is a morning star, rising about an hour and a half before the sun at the end of the month, but it is too faint to be seen. Jupiter is in good position. It rises about an hour and a half before the sun.

Saturn is a morning star, but is very near the sun. The rings disappear on September 22, owing to the earth passing through the plane of the rings. They reappear again on October 30, when the earth passes through the plane.

Reports in our newspapers we have learned that there are five counties in the State that have the "first new school."

EDUCATIONAL.

Ought Married Women be Allowed to Teach in the Public Schools.

Among the questions of the day are some of special importance to educators. "Pensioning of Public School Teachers" has been debated, and decided in the negative, and now like the return of migratory birds comes the old question, "Ought Married Women be Allowed to Teach in Our Public Schools!"

Woman has been told from time immemorial that she has reached the summit of her ambition when she becomes a happy wife and mother. Perhaps this is true, but if, after she has married, she chooses to teach, to assist young minds to develop into beautiful characters, is she any the less capable for having watched the growth, and studied the needs of her own children? She knows a mother's love, and realizes to what an extent a mother's life is bound up in the welfare of her children, consequently, from this knowledge, from her love for her own children, and her loyalty to her country, she is better able to mould each little soul into a truly noble character.

A single woman may be just as conscientious in her work, but she does not know human nature so well as a married woman. Most of her dealings have been with women, or if to any great extent with men, they have been in a purely business relation.

"Married women should not desire a career." Why not? Men do not cease their attempt to climb the ladder of fame as soon as they marry. You say it is man's duty to work hard and support his family. So it is, but if he fails to do it for any reason, and the woman is particularly interested in any line of work, or has talent in any special direction, should

she lose all that interest, or hide her talents because she is married? The servants who used their talents to gain other talents were commended by the Master.

The husband is away all day, or nearly all day, the children are in school, and the wife is left to her own devices. Nobody objects to her spending the time with palette and brush, in writing if she has literary taste, or to her practicing four or five hours a day if she is musical, yet any one of these takes her mind from her family, and the result of the work may be, and often is, turned into money.

Let us turn to the woman who has taught. She has been educated for a teacher, and enjoys teaching; but she is married. Instantly you lock the school-house doors against her, and you say "She ought not to teach. We shall be encouraging her husband in his laziness, if we employ her," or "She should give her time to her family." In what does her case differ from the artist's, the author's, or the music-teacher's? Have you not the same right to say that these women support lazy husbands, or that their families need their attentions? It seems strange, in fact, a little unreasonable, to say that a woman who has taught school, or is capable of teaching, should have a family that requires so much more care than a dressmaker's, or milliner's, a glovemaker's, or a nurse's, a sales-woman's or a copyist's.

Consider the statement "There are girls enough who have to support themselves, and the preference should be given to them." If you were building a fine residence would you employ an architect simply because he was poor, or a staff of carpenters because they have to earn a living? No. You would seek an architect that knew his business, and you would employ workmen that understood

their trade. You would not a weak foundation, nor poor sanitation. Neither should you choose builders of your children's character either of the above reasons. Consider the great amount of influence she has over her pupils. One inopportune word may change the whole after your child.

There is a saying that most men have more of their horses than of their children, and it seems true here. I would think of giving a fine horse to the care of an incapable trainer, yet the same men act as if anybody would train their children.

This should not be so. "Train a child in the way he should go, and when he is old he will not depart from it." Since the welfare of the nation depends on the public schools, give the reins to the hands of the most competent teachers, be they married or single, male or female.

An Exercise for the Last Day of School.

We country school-ma'ams have many anxieties as the last day of school approaches, trying to find something simple and appropriate, for the little ones to do. Every parent naturally wants to see his own child in some short and pleasant way, and, as the pleasures of the people in the far away districts are few at present, it seems but right to have some form of entertainment at the close of school.

The following is a little exercise that was prettily carried out a short time ago in our district;—

Arrange fifteen little girls, or boys, in a row. On each head place a cap made of bright tissue paper, with a tassel of the same, also a letter made of gilt paper on each cap, and let the fifteen caps spell out the words *Last Day of School*.

me, Do you think I'm small?
 am, I can love you all.

Do you see me?
 re than A, B, C.

fter I want to be,
 is my brother T.

the last of *Last*,
 so much if I have passed,
 r class.

think if folks work well,
 ars their work will tell?

as have tried to be
 ad as good can be.

acher often looks,
 ough our little books,
 have studied harder.

I closes to-day, you know,
 doors we soon shall go.

he hills then we'll speed away,
 urn for many a day.

ly life to lead!
 ool and learn to read,
 lay, and learn to sing,
 enjoy vacation.

h,
 my friends, look back and see
 ago when just like me,
 and spoke your pieces?

y years we'll have to grow
 shall be big like you!

ath,
 ough are gathered here,
 children's hearts will cheer.

ath,
 all will brighter be,
 do better, as you shall see.

h,
 re told, is one long school
 ust learn to obey each rule.

L. A. Q.

EDUCATIONAL GOSSIP.

uman, a prominent educator
 ber of the Board of Normal

Trustees, visited the school last week and propounded to the Pedagogy classes some of those puzzling, practical questions, which are so easy to ask and so hard to answer, but which can not be dodged by the earnest, conscientious teacher.

Professor Elwood of the Normal is to be musical director at the opening exercises of Stanford University. No doubt his judgment will be sized and criticised in the selection of fifty of the best voices in San Jose to furnish the melody for the occasion. We hear that one of his selections is to be the "Gloria" from Mozart's 12 Mass.

Professor Josiah Royce of Harvard college, who is a brother of Miss Royce, the Normal librarian, has contributed to Scribner for September, an interesting article on "University Ideals." All who are interested in the extension of education among the masses should read the article.

Professor Childs has arranged with the faculty of Stanford University for an average of two lectures a month, from its different members. Truly the Normal students are a favored class. As these men are among the foremost educators of the United States, and come from various parts of the country, this promises to be an intellectual treat for the educated people of San Jose.

That popular paper among both old and young, *The Youth's Companion*, has in its last number a series of articles on University education, its advantages, etc. The University is the education institution that has the floor to-day, and educated people every where are attentive to its voice.

The Manual Training classes have entered upon their new work with a fitting idea of the worth and dignity of labor.

The following lines have been memorized by them:

"The grand Almighty Builder,
Who fashioned out this Earth,
Has stamped his seal of honor
On labor, from its birth.
In every angel flower that blossoms from the
sod,
Behold the master-touches—the handiwork of
God.

LITERARY.

CLASS SONG OF JUNE CLASS '91.

BY MISS OLIVE ALEXANDER.

We are standing on the border of a new and
untried land,

From the morn of life we're passing toward
the labor of the day,

Through the brightness of the morning, we
have journeyed hand in hand;

Now we part, perhaps forever, each alone to
make his way.

Some may walk in pleasant places, others
rugged steeps may climb,

But though toiling, may the memory of these
hours our strength renew.

May the tie of love that binds us, stronger
grow with passing time,

Faithful to our *Alma Mater*, may we to our-
selves prove true.

And when evening shades close round,

When our journey here is o'er,

When into the rest of Heaven pass our class-
mates one by one,

May there be no vacant places, may we meet
to part no more,

And receive the Master's blessings as he
saith to us "Well done."

IN AND OUT OF SCHOOL.

Tom Johnson is a type of the proverbial 12-year old boy: He loves to hunt (*likes* isn't strong enough), glories in base ball, kite-flying and myriad other games which make vigorous demands on lungs, arms and legs. Like most boys who live near any piece of water—duck pond

or ocean—he is amphibious, and w on land or in the water his voice i torian, his wit quick and keen, hi clear and active. Nature, it sees him, gave him an insatiate crav everything that was good. So he of the worth of a thing by the a he had for it. Education, his and teachers often told him, necessary as his daily food. The pabulum dealt out in school, he he never relished; it had never l Tom's inner eye, nor tingled his c palate. He placed all school we category with castor oil, flo snakes, and other disagreeable He hated not only the food its the quaker silence in which he partake of it. Yes, the adjective be "super-quaker," for even th demure representative of the sect i to, moves when the spirit does. *spirit* was always in motion; t storms swept through his bra bosom, yet his legs and arms mu in silence soporific.

There is something strange ab he thinks. Why should a "lorde creation spend six hours a day in a cube, while "less favored" animal as birds and bees are limited only heavens above them?

Surely, as Byron says,——

"Our life is two-fold.—— — —

"A change has come o'er the spirit of o
There within an ancient school-room
Near a carv'd, begrimed desk, stood
The boy of whom I speak;—anon
He sate him down, and seized a pen an
Words which I could not guess of."
other things.

He rises in recitation. His voi has a tinge of wail in it and soun a phonographic reproduction of th of the ghost of Hamlet's father,— onous, low and woe-begone. "Li O, list!"—the tones if not the w

...tale unfold whose lightest word
...row up thy soul, freeze thy (old)

...two eyes, like stars, start from their
...res,
...d and combined locks to part,
...articular hair to stand on end
...upon the fretful porcupine."

...lmetic, geography, grammar,
...tortuous paths to fame, Tom
...Dives in limitless Tophet. His
...erstwhile was warm and ex-
...now changed into a beatific,
...lovely droop-mouthed inno-
...His mind is filled with fears
...longevity, but as he is not a
...to Bunyan-like visions these
...d him into serious contempla-
...s destiny.

...more than thoughts
...agonies, and shroud, and pall,
...to shudder and grow sick at heart,
...would he
...to the open sky and list to nature's
...ing."

...is he ever so? Are not the
...htly awry? Is there no possi-
...utting more of Nature's meth-
...ar schools?

PROF. GNU AUK.

JEROME K. JEROME.

...the large number of English
...merican humorists, Jerome K.
...probably the one receiving the
...tion just at present.

...t recently that this writer has
...prominence yet the circulation
...rks has reached the hundred
...and his slightest sketches are
...ght after.

...K. Jerome, who has been
..."English Mark Twain" lives
...on, in "Chelsea-gardens." He
...rty years old but he has had a
...d experience, and has been en-
...numerous occupations. He

first served as a clerk in a railroad office for four years. Two years were spent upon the stage, which accounts for his accurate knowledge of stage life and character, as portrayed in his work "Stage Land." His next move was to take up journalism, then subsequently he followed the occupations of school-master, shorthand writer and finally lawyer. Jerome soon gave up the practice of law, and is now devoting his whole attention to literary work. It is said that he does most of his work walking about the London streets at night, and as ideas occur to him, he jots them down, together with any terms of expression or dialogue which strike him, in a note-book which he always carries.

A writer in "The Magazine and Book Review," describes him as being a man of medium height, with a rather large head, brown hair, high forehead, deep-set gray eyes with heavily hanging eyebrows, a straight nose, and thick drooping mustache.

His best known works are: "Idle Thoughts of an Idle Fellow," "Three Men in a Boat" and "Stage Land," the former being dedicated to his "oldest and strongest pipe," the latter to "The Earnest Student of the Drama."

Jerome's style is similar in some respects to that of Charles Dudley Warner. His philosophy is not quite so deep, nor his humor so refined as that of the American humorist, still it has some of the same characteristics. His is that kind of humor which simply ministers to our mirthfulness; yet sometimes bordering on sarcasm, as shown in the following extract from the essay on "Cats and dogs." "I wish people could love animals without getting maudlin over them, as so many do. Women are the most hardened offenders in such respects, but even our intellectual sex often degrade

pets into nuisances by absurd idolatry. There are the gushing young ladies who, having read 'David Copperfield,' have thereupon sought out a small, long-haired dog of nondescript breed, possessed of an irritating habit of criticising a man's trowsers, and of finally commenting upon the same by a sniff indicative of contempt and disgust. They talk sweet girlish prattle to this animal (when there is any one near enough to overhear them,) and they kiss its nose, and put its unwashed head up against their cheek in a most touching manner; though I have noticed that their caresses are principally performed when there are young men hanging about."

One peculiar characteristic of Jerome's writings, is his sudden transition from the gay to the grave, from the humorous to the pathetic. In the essay on "Babies," after humorously describing to us the experience of a young married man going through the ordeal of "seeing baby," he suddenly begins to moralize, and from laughter we are almost brought to tears.

The closing reflections in the essay are as follows: "But there, there, there! I shall get myself the character of baby-hater if I talk any more in this strain. and heaven knows I am not one. Who could be, to look into the little innocent faces clustered in timid helpfulness around those great gates that lead down into the world?"

The world! The small round world! What a vast mysterious place it seems to baby eyes! What a trackless continent the back garden appears! What marvelous explorations they make in the cellar under the stairs! With what awe they gaze down the long street wondering, like us bigger babies, when we gaze up at the stars, where it all ends! And down that longest street of all, that long

dim street of life that stretches before them—what grave old-fashioned looks they seem to cast! What frightened looks sometimes! I little mite sitting on a doorstep in slum one night, and I shall never the look that the gas-light showed its wizen face—a look of dull despair, if, from the squalid court, the very its own squalid life had risen, ghostly and struck its heart dead with horror.

Poor little feet just commencing stony journey! We old travelers down the road, can only pause to hand to you. You come out of the mist, and we, looking back, see tiny in the distance, standing brow of the hill, your arms stretched towards us. God speed you! We stay and take your little hands in but the murmur of the great sea is in our ears, and we may not linger. We hasten down, for the shadowy sails waiting to speed their sable sails.

The two extracts just given are but samples of what the book contains; but before leaving this work we will quote once more, and from the entitled, "On Vanity and Vanities" the author in concluding says: "Let hands and help each other to overcome our vanity. Let us be vain, not in our trousers and hair, but of brave and working hands, of truth, of nobility. Let us be too vain to aught that is mean or base, too vain for petty selfishness and little envy, too vain to say an unkind word, do an unkind act. Let us be vain in being single-hearted upright gentlemen in the midst of a world of knaves. Let us pride ourselves upon thinking noble thoughts, achieving great deeds, and leading good lives."

The work entitled "Three N

Boat," is a record of the events which happened to a party of three young men and a dog, in an excursion up the Thames River, taken for the purpose of pleasure and recreation. This book met with such favor, that in less than three months after its publication, twenty-two thousand copies were sold, and the number now exceeds seventy thousand copies. It has been pronounced by the English critics "the funniest thing since 'Pickwick,' but the best criticism that we have seen was expressed in these words: "Irresistibly funny."

The young men after having decided to take the trip, proceeded to pack up their clothes, and the cooking utensils and the vicutals. Perhaps the very best example of the author's humor, is displayed in narrating the experience of two men, "packing up." They start in by breaking a cup. One of them treads on the butter; after scraping it off his slipper he places it on a chair and the other absent-mindedly sits on it. As he rises from the chair the butter adheres to him and the two go hunting all over the room for it. They put the pies in the bottom of the hamper, with the heavy articles on top of them. Finally the dog comes and hinders the work by putting a foot into the jam, and then gets into the hamper. This is but the beginning of the many humorous episodes of the outing.

While Jerome K. Jerome is not much given to writing descriptions of natural scenery, we think no one can fail to see the beauty of the following: "The river—with the sunlight flashing from its dancing wavelets, gilding gold and gray-green beech trunks, glinting through the dark, cool wood-path, chasing shadows o'er the shallows, flinging diamonds from the mill-wheels, throwing kisses to the lillies, wantoning with the weir's white waters, brightening every

tiny to wnlet, making sweet each lane and meadow, lying tangled in the rushes, peeping, laughing, from each inlet, gleaming gay on many a far sail, making soft the air with glory—is a golden fairy stream.

But the river—chill and weary, with the ceaseless raindrops falling on its brown and sluggish waters, with a sound as of a woman weeping low in some dark chamber, while the woods, all dark and silent, shrouded in their mists of vapor, stand like ghosts upon the margin; silent ghosts with eyes reproachful, like the ghosts of friends neglected—is a spirit-haunted water through the land of vain regrets."

In the third book we mentioned, "Stage Land," the humor seems forced, and in our opinion, does not come up to the standard of the other two works, although the portrayal of stage characters seems to be true to life. The author compares the characters upon the stage, with those of actual life, and shows how they differ. The general tone of the book seems to be rather sarcastic, although here and there are bits of genuine humor.

In conclusion, we will simply suggest that, when weary from a day's hard labor or study, you take up one of Jerome K. Jerome's books for half an hour. The laugh over them will do you good.

EMMA B. REYNOLDS.

SIR EDWIN ARNOLD.

This world of ours is divided into two great sections, the East and the West, the Orient and the Occident. Between these two the difference is so great that they might seem almost parts of separate worlds. The dusky Hindoo in his long, flowing robes, with sandled feet and turbaned head, jeweled and perfumed—how different from the Englishman! As great

ning, of Boston, his father-in-law that Arnold produced "The Light of the World," the poem that made him famous in one summer. We are inclined to believe it when we read this poem, for it displays most clearly a nice polish in all its details. The author has caught the spirit. The story of the life and of the noble prince Siddhartha is in the Buddhist's mouth, so we have a sphere of the east around us. It is noble, pure, elevated, and never for a moment forgets the Oriental naturally speaks in all its metaphors.

It spoke peace and plenty, and the flowers which grow upon this rose of life. The peasant urged the oxen through the flaming

It displays a wonderful flow of language. Dr. Holmes, speaking of it, calls it a story of intense interest, and flags for an instant. The lines are drawn with the hand of the eye of an artist, and the facts are a poet with the objects described is full of variety, now pictorial, now pathetic, now rising to the heights of thought and aspiration. The language penetrating, fluent, eloquent, musical, with which the varied thoughts and sentiments are touched with a delicate little touch is the aptness of the name Lord Buddha in the mouth of Siddhartha when the prince has taken his place for his mission in the

It was published in 1878, and it became immensely popular in America. It has been very widely read, and translated into several languages, both European and Asiatic. Criticisms on it have seemed ex-

travagant, both adverse and eulogistic. Many claim that it is not a true representation of Buddhism; that false ideas are given. Arnold looks at the subject from a poet's standpoint, certainly, but it seems to me he may idealize. The King of Siam was so pleased with his "splendid interpretation of the gentle, humane and noble spirit of Buddhism" that he conferred upon the poet the highest distinction, that of admission to the order of The White Elephant. Queen Victoria showed her appreciation by knighting him. But however beautifully interpreted, there was a lack in the Buddhist religion which even exquisite language could not hide. It seems only fitting that Arnold should take up the greater subject of Christ, "The Light of the World." It is interesting to know that Stanley, on his return from Africa, in 1878, suggested the idea to the poet. At that time the explorer read "The Light of Asia," and urged Arnold to lavish his wealth of language on the greater subject. Sir Edwin was doubtful of his ability to do so great a subject justice, and the idea was never carried out till within the last few months, when the popular wish was fulfilled.

Here again criticisms conflict. The expectation was general that "The Light of the World" would be as much greater than "The Light of Asia" as Christianity is greater than Buddhism, but to make it so was hardly within man's power. Read it carefully, however, and see how truly Arnold has interpreted our Master's spirit, how beautiful and gentle our Lord appears. And here again the poet does not forget that Christ and his followers are Orientals. Of the style it has been said, "The diction is careful, noble, pure, and suited to the subject, the clime, and the characters." A masterly touch is the interview

between the wise man and Mary Magdalene. What two characters could better be used as instruments to lead us to compare Buddhism and Christianity?

Its influence for good cannot be estimated. The Christian's faith is strengthened, the unbeliever is convinced. It is, as has been fitly said, to lovers of poetry, a delight; to Christians, a rapture. A prominent Christian worker wrote to his friend, "I wrote you that if you knew of those not able to buy, to whom a copy of Arnold's "Light of the world" would be a pleasure—and truly I cannot conceive of any one having a taste for literature and inclination for good not finding delight in it—that I would provide you with copies for them. I scatter the books as seeds of the Truth, hoping they may find lodgment in human hearts."

B. M. R.

SOCIETY NOTES.

Y. W. C. A.

Friday evening, Sept. 11th, the Y. W. C. A. tendered their reception to the new students. It was largely attended and thoroughly enjoyed by all.

Miss Addie Denny gave the address of welcome and the following program was rendered: Vocal solo, with guitar accompaniment, Miss Walker; vocal solo, Miss Jennie Gibbons; instrumental solo, Miss Lizzie Fleming; vocal solo, Miss Laura Jones; song, America, chorus.

A novel feature of the evening's entertainment was the varied and well conducted list of games that was carried on in different rooms. The object of the reception was to give the new pupils a welcome, and to afford an opportunity for the old students to make their acquaintance. If we noted the cordial expressions of fellowship and welcome, the ink intermingling without regard to

the formalities of introductions, evident appreciation felt by students, we may conclude the object of the entertainment was accomplished. E.

ALL SORTS.

Lives of Normalites remind
We can make our records
And, graduating, leave behind
Portraits on the wall to see

Who for pity's sake, will tell
W——?

I wonder if Prof. K. ever
step-ladder?

Ask a learned Senior A boy
"frustrated" cone is.

A problem to be solved:—"the species of human kind."

The Seniors are at a critical existence—so Miss G—thinks.

One of the future results of our "nasium" and "race track"—

The Normal boys were con- as usual, by their absence Friday.

"Birds in their little nests : sings a Sacramento girl and by she means it too.

One of the Junior A classes a "Pet" boy, which is something in this school.

A certain young man who Shakespearean name is perhaps versed in his Shakespeare the Bible.

Prof. K. on entering room D. "All full in here?"

Miss W. Yes! (Who would thought it of the temperance tea)

A Solemn Document:—"I, N. being of sound mind and body, this to be my last will and testament. I will to Mr. James A.—my

be all W(r)ight but she was to stand up, all the same.

What an attraction the work-
for most of the Normal girls.

of the Junior B4's must have
in Oregon because they speak of
later.

all waiting for the "ostrich"
What a treat in store for the
girls!

prattling "Brook" has returned
its old time gayety and is board-
ed "Abb(e)y" on Tenth street.
Normal students are getting so
they can sing "America." It has
been proposed that they sing "Yankee"
for variety sake.

who can not make an abstract in
History, can become fully ab-
sent when talking to one of nature's
freaks—"A Wood-ham."

How amusing wasn't it to see a
pupil teaching drawing? By-
the way, rather an odd kind of drawing
the pupils upon their feet and
stand there.

A young lady who taught an obser-
vation with a quail the other day,
have made a better impression
on her students minds if she
had a "Drake."

Academia has started on this year's
with a firm determination to ac-
complish more than ever, and the young

Websters and Clays may be
every Tuesday afternoon putting
up the "Temple of Learning."

The line between new Junior and Sen-

ior—"Is Miss D—going to observe
us to-night?"

Prof.—"She is out, perhaps that is
why she has gone."

!!!?

The demonstration has been proven
that the graduates from the Middle A
class are fully capable of teaching the
Senior A classes of High Schools. Why
need we stay here any longer then?

Prof. K. "Which is right, zero,
ought or cipher?"

Sr. B. "Neither! It should be
naught."

Prof. K. "Ah! then ought is naught
right."

Have you seen Miss G—and Prof. S—
how as they pass by? How agonizing!
It is truly "a la Delsarte" you know.

To the Normal came the pupils with a rat-tat-
tat,

They came with their bonnets, and they came
with their hats,

They looked at the program and felt most
dear,

For they found they had something to dread,
dread, dread.

They must study from early till late, late,
late,

They must exercise tongue, body and pate;
And work to keep their morals straight.

They must sing from early morning till late at
night.

And stand on their toes with all of their
might.

When fully completed this course shall be
They are awarded with their final "C."

"What!" thundered the beautiful girl
as sparks of fire flashed from her magni-
ficent eyes. "Would you insult a nine-
teen-century maiden by asking her for a
kiss? Begone, base varlet, ere I sum-
mon you beneath the tremendous weight
of my terrible wrath and indignation,
and leave nothing but a smear to mark
the spot where once stood the form of a
presumptuous man."

"The young man quailed before this
terrible avalanche of anger. He tried to
speak, but his tongue refused its office;
and he who had bravely dashed through
blood and fire, faced shot and shell, now
stood pale and trembling before this

proud imperious beauty as she stood, beautiful even in her anger, like an avenging goddess pouring out her torrent of concentrated fury upon a rebellious nation. He glanced around the gymnasium for a means of escape, but divining his intention, she flew to the door with lightning rapidity, and having placed a thousand pound weight against it, said in a voice ringing with withering contempt:

"Listen to me, young man! Ever since the commencement of the world, woman has been the slave of domineering man; but, thanks to dumb-bells and Indian clubs, the time has at last arrived when she can assert herself.

"No longer need she take a second place in the world!

"No longer need she spend weary hours alone while her husband goes to his club, or for a short (?) run on his bicycle!

"No longer need she beg with tears in her eyes for a new bonnet!

"Do you understand me?" she said, with a stamp of her foot which shook the building.

"Ye-r-r-yes!" he said, "but——"

"What! dare you contradict me," she stormed, the flame of her anger bursting forth again.

"But the w-w-woman w-w-was made for the——"

"He did not finish the sentence, for with a look that would have set fire to a load of hay, she took in his measure, and with a strength born of desperation, she seized a fifty-six pound shot and threw it with such terrible force that it penetrated the six-inch iron door and was lost in space.

"The young man, feeling very small, through the hole the shot had made he is now on the way to Europe Jules Verne with a view to

securing his passage to another
—Ex.

ALUMNI.

Marcus Sickal, Class of '71, teacher at Alamo.

Melvina Durham, Dec. '88, Assistant in the Antioch School.

Mattie Wight, June '91, teacher Bay Point.

Ida S. Hall, May '82, teaching Iron.

Ida Seidel, June '90, teacher Briones.

Mrs. Lena J. Anderson, May '88, teaching at Walnut Creek.

Laura E. Jaquith, Jan. '90, teacher Concord.

Alice Kelly, June '91, teacher Franklin School.

Kate Henry, May '82, teacher Alamo.

Annie McCauley, May '87, teacher Highland.

Kate Howard, May '86, teacher Lime Quarry.

Cecilia Henry, Dec. '87, teacher Lone Tree.

Mariana Bertola, June '89, teacher at Martinez.

Lella Sanford, Dec. '88, teacher Martinez.

Annie Smullen, May '88, teacher Martinez.

Elsie Asmus, Dec. '84, teacher New York.

May Griffen, May '86, teacher Grove.

Annie Loucks, May '78, teacher Pacheco.

Julia Rumrill, Dec. '85, teacher San Pablo.

Over a third of Contra Costa teachers are graduates of the Normal School. Among them found:

Rumrill, June '89, teaching at No.

Cave, Jan. '90, teaching at San

Joslyn, May '87, teaching at San

McHarry, Dec. '83, teaching at Sta.

Tyrell, June '90, is teaching in school, Oakland.

A. Hughes, June '89, is teaching at Letoe school, Shasta Co.

Emelie Bergen, Jan '91, is teaching at Berkeley.

Jensen, June '91, is teaching in the District, Sonoma Co.

Eva Senf, June '90, is teaching in the District, Lake Co.

C. Thompson, May '83, is teaching at Monterey Co., near Jolon.

M. Grey, Jan. '90, is teaching in the district in Ventura Co.

ie L. Mackay, June '89, is now teaching at Braly District, Santa Clara

L. Arbogast, May '88, is principal of the schools in North Bloomfield,

ie A. Lee, June '89, has returned to school near Paso Robles, San Luis Co.

C. Boyer, Jan. '91, has secured position of principal in the Reedley

M. E. Gregory, June '90, is entering to teach the Canright District near Rio Vista, Solano Co.

Francis Lentzinger, Jan. '90, is entering her second term in the Aukum District, El Dorado Co.

Jennie Fay, June '90, has been teaching in the Sacramento public schools since May '91.

R. Bailey, Dec. '88, has taught the fourth grade of the Livermore public schools ever since graduating.

Julia L. Hauck, March 1875, is teaching in Paris. She is also while there learning the French language.

Irving Glen, January '90, expects to enter the University of Oregon at Eugene, in September.

Lizzie F. Waltenbaugh, June '91, has been teaching since July 27th in Rose-dale district near Sunol, Alameda Co.

Miss Maggie McConnell, June '91, is teaching in the Ellis District, Monterey Co. Her school commenced August 3rd.

Miss Emma Stephens, May '88, commenced the third year of teaching as primary teacher of the Hamilton District school.

Miss Sue Hickman, Christmas class '88, will open her school in Sacramento, September 21st. She closed school June 19th, at Clipper Cap, Placer Co.

Miss B. McAllister, May '88, has begun her second year's teaching in San Rafael. She taught in Oregon before taking this school.

Miss O. Jarvis, June '89, has given up teaching. She was married April 11th, to E. E. Edmondson. They are temporarily settled in San Francisco.

Hattie A. Church, June '91, is teaching in Truckee, Cal. Her school, of which she has charge of the Primary Department, opened August 17, 1891.

Miss Estelle Farrington, Jan. '91, is teaching in Rockville District, Solano Co. Before securing this school, she taught three months in San Luis Obispo Co.

Wm. A. Kirkwood, May '82, is serving his second term as School Superintendent of Contra Costa County. He makes an efficient officer.

Miss C. R. Wittenmyer, formerly a member of Contra Costa Board of Education, and Principal of Martinez High School has accepted a position in Mills College.

The Pacific Coast Teacher

A Magazine devoted to the Educational Interests of the Pacific Coast.

OFFICIAL ORGAN of the ALUMNI ASSOCIATION of the SAN JOSE STATE NORMAL SCHOOL.

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SALUTATORY.

Volume 1, number 1, marks a period in the life of every magazine when, in accordance with an honored custom, the reasons for its birth and the plans and aims of its future are publicly announced.

Passing over the general truths, that education can never have too many allies, that learning can never become too cosmopolitan, we shall speak only of those more immediate facts which have given rise to THE PACIFIC COAST TEACHER.

That the progress of education in California is phenomenal, is a truism. Men are still living who had reached years of maturity before these hills and valleys were awakened by the tones of the public school bell. What a panorama of progress have our pioneers beheld! Twenty-four years ago was instituted that free public school system which now offers, to him who has the will, a way from the gutter, if need be, to and through the University.

In this system of education, the most popular, and therefore most important factor is the public school, for in this we find the surest prophecy of the future. In the interests of the many men and

women who teach in the common schools of our State, and especially of that body of teachers who are graduates of the San Jose State Normal School, this magazine was established.

Our school is admittedly one of the greatest Normal Schools in America. Its fame has spread far and wide, its graduates are found, here and there, from the Rockies to the Islands in the Pacific.

The Alumni Association of our school has long felt the need of an agency through which this large and rapidly increasing body of teachers could be reached. Time has proved that a knowledge of the Normal progress is necessary for the promotion of interest in the school and a feeling of kinship for its graduates. It is also true that teachers—as others—have no interest in anything after the school day to derive either social or intellectual benefit therefrom.

Prompted by this knowledge, the Alumni Association established a Reading Circle in 1887 somewhat on the plan of Chautauqua. Although many have since entered into the work with enthusiasm, the opinion of the members of the Association at their last regular meeting was that the purpose for which the Circle was designed could be best subserved by a journal or magazine. This, the inspiration of the PACIFIC COAST TEACHER. And we hope that its circulation is not inflated when we believe the "times are ripe," that the graduates and students of our school will justify the enterprise.

To mirror the ambitions and achievements of our *Alma Mater*; to publish a monthly that will be welcomed as an argosy of good things by all our teachers and others inter-

on; to bring graduates and students into close and pleasant relations in a happy and informal way; to be, in a word, a magazine to at once inform and instruct: 'This is our aim.

So far we have met with hearty commendations from the Faculty of the Normal School, from graduates and students and also from other friends of the work. We feel that much has been accomplished to our charge, and, to the end that the PACIFIC COAST TEACHER may live up to its ambition, we ask the cooperation, by voice and pen, of our fellow-teachers and of those who soon will

Alameda County Institute.

The Alameda County Institute which began its labors on the 18th inst. was presided over by the prominent educators, and was one of the best ever held in the county and universally by the teachers. It was the best ever held in the county.

The success of the institute was due to the able corps of instructors and lecturers and to the faithful attendance of the teachers, but especially to the efficient and untiring efforts of County Supt. V. Frick, who certainly deserves thanks of his teachers for the rich intellectual feast he provided for them.

About 400 teachers were present, about that number being graduates of the State Normal School at San Jose S. N. S. On account of the large number, the teachers were divided into five sections; half the day spent in section-work and the remainder in general session. The corps of instructors and lecturers included several popular and well-known educators. David S. Jordon gave a very interesting description of the Passion-play as he saw it in Europe. The lecture was illustrated by a number of photographic slides showing views of the va-

rious characters and scenes of the play.

Earl Barnes, Prof. of the History and Art of Education at the Stanford University, talked to the different sections upon Methods and psychological subjects.

Eli F. Brown, formerly connected with the public schools of Ohio and Indiana and author of several books on physiology and hygiene, gave interesting talks upon physiology and upon the child-mind.

Alex. E. Frye, City Supt. of San Bernardino presented the subject of Geography in all its aspects.

In addition to the above were papers by county teachers and talks by Supt. Anderson, Prof. Kellogg of the U. C. and Prof. Childs of the S. N. S.

This institute was a very profitable one, one that will do much toward dispersing the somewhat popular idea that a teachers' institute is a "teachers' picnic." The teachers who were faithful in attendance and attention went home filled with fresh thoughts, with mind kindled with new enthusiasm, and with an earnest resolve to work harder and better in the future.

We present a few points from our note book that may be of general interest:

The old way to prepare one's self for teaching was to study some scheme of metaphysics and evolve a method; the new way is to study the *child* and evolve a method.

The keynote to educational advance is to study, study something, study to some purpose and for some object.

G. Stanley Hall made a series of experiments in the primary schools of Boston and found that eighty per cent of the pupils had never seen a bee, fifty per cent had never seen a cow and twenty per cent believed that stockings grew upon bushes. Remember this when you teach primary reading!

We study children to discover the nature, powers and abilities of the *average* child so that we may arrange a course of study and devise methods to suit the nature, powers and abilities of the average child.—Earl Barnes.

The child is the centre of the school.

Acts determine character and character determines destiny.

Subjects presented to the child should not be too many—it confuses; they should not be too long—it is tiresome; they should not be too often—it is monotonous; they should not be too hard—it discourages.

The acquisition of knowledge depends upon attention, attention depends upon interest and interest upon the motives—utility, emulation, pleasure, conquest, duty and imitation.—Eli F. Brown.

The essence of Delsarte—The outer or physical part of man should faithfully portray or express the inner or mental part.—Fannie Ward.

The greatest mountain systems of the earth may be conceived to form a sort of horse shoe with one end at Cape Horn and the other at the Cape of Good Hope. The inside of the horse shoe slopes gently to the Atlantic and Arctic oceans; the outside, slopes abruptly to the Pacific and Indian oceans. Inside the horse-shoe are the lesser slopes. Upon the slopes thus formed depend the rainfall; rainfall modifies climate; climate and rainfall determine flora, and flora is an index of the animals and races of men; races, with their different forms of government and religion, are thus traced to regions having natural boundaries.

Coast lines should present pictures to the child.—Alex. E. Frye.

Don't constantly say to your pupils, "Keep your eyes on your book." No person can study and not remove their eyes from their book.—Dr. Pardee.

The closing afternoon of the County Institute's work was of significance to all the teachers of the county considering the fact that over 400 teachers of our second largest county were in attendance, a situation adverse to our present state of text books.

The resolution was read immediately after the informal yet thoughtful addresses of Prof. Martin Kellogg, W. Childs, and J. W. Anderson. The resolution was rejected. A discussion of one hour followed, which ended after a series of "substitutes," points of amendment, and amendments to the original resolution, in taking the original resolution from the table and passing it unanimously.

Among the leading opponents of the series was Professor Dunbar, of the Alameda County school, Oakland, who spoke of imperfectly compiled and as having been foisted on the State by politicians who know they are not adequate for the purposes of teaching," he said, "I have often said so. You now have a chance to vote against them, and forever after hold your peace."

Professor Garlick, on the other hand, thought the language in the resolution was too strongly expressed and had it modified. It was not done, however, and the affirmative vote endorsing the resolutions was passed by a great majority.

The resolutions were introduced by Professor Chandler and the concluding one read as follows:

Resolved, That we condemn the present use of State text books as unsuited to the needs of the schools.

The other ones referring to the same subject were as follows:

WHEREAS, It is the sense of the Alameda County as represented in the County Institute, that the text books of the State are utterly unsuited to the wants of the teachers of the State; and

WHEREAS, It seems important to have some prompt and energetic action taken as soon as possible to secure the replacement of the present series by one that will meet the wants of the schools, therefore be it

Resolved, That a committee of seven, to include the County Superintendent and the various City Superintendents of the county, be appointed by the County Superintendent to obtain an expression of sentiment, and if possible to secure similar action in all the other counties of the State to the end that a strong memorial be presented to the next Legislature praying for such action on its part as will afford teachers, and fulfill a relief from the present onerous and impracticable series.

ELEMENTARY GEOMETRY.

Read before the Alameda County Institute, September 19th.

The importance of the study of geometry in general can hardly be overestimated, either from an industrial standpoint—since it forms the basis of all technical education and trains simultaneously the eye and the hand, or from a psychological point of view—developing as it does the perceptive faculties, the judgment, and the reasoning powers.

So much do all the sciences depend upon geometry, that the inscription over the door of a modern "Temple of Science" might well be the one which some 2300 years ago was engraved above the door of the academy of the greatest teacher of Greece, the philosopher Plato.

It was, "*Let no one who is unacquainted with geometry enter here.*" Thus recognizing it as the first of sciences, and as the proper introduction to the higher philosophy.

This is an age of sharp competition. The great continental governments, realizing that national preeminence and even permanency—will be determined more and more by industrial supremacy, and giving their workmen technical education as the best means of attaining this end.

It must be borne in mind that, in numbers, the class of mechanics is rapidly increasing as compared with the entire

population. Also that manufactures are increasing in comparative importance.

The improvement of the quality and consequent advance in the prices of our manufactures (which will enable the manufacturer to obtain the same amount of money with more satisfactory results to his business than if he glutted the market with a *quantity* of his manufactures at the expense of their *quality*) this improvement will depend very much upon the skill of his workmen.

It becomes evident, therefore, that we must give our workmen technical instruction.

Now the great majority of our pupils never enter the high school, and still fewer the university.

Since, then, a knowledge of geometrical construction and the principles of elementary geometry forms the basis of a technical education, it follows that this science should be taught in the grammar schools for the practical benefit of this number who will go no further, as well as for the intellectual advantage of those who may receive a higher education.

The boy who has learned to make the simple geometrical constructions with applications drawn to scale and the properties of triangles, of polygons in general, and the circle, aside from the benefits he has derived in the training of his eye, his hand, his judgment, and his reasoning powers, has working material quite as valuable as tools and the knowledge how to use them.

SCOPE OF THE WORK.

Such constructions as the bisection of lines and angles, the use of the protractor in drawing angles of any degree and the measurement of angles (here let me say that the necessary instruments are the ruler, compasses and protractor), the erection of perpendiculars, drawing parallel lines, drawing to scale and laying

off any number of equal parts on a line, the construction of triangles and parallelograms, the pentagon, hexagon, and octagon, the construction of circles with chords, arcs, and tangents, with many practical applications will be as far as the grammar grades should go.

In connection with these constructions, definitions and theorems in their proper places will, of course, be taught. It is questionable whether the subject of ratios—involving the theory of limits—and solid geometry should be taught.

It is true that the best text books upon elementary geometry take up these subjects—albeit in a very simple manner—but I should prefer to omit them entirely.

Some elementary instruction in Loci can also be profitably given—as, for example, Two roads cross each other at right angles. A place is six miles from the crossing and equally distant from the two roads. Find by construction how many places answer this description.

METHOD OF TEACHING THE SUBJECT.

The method of teaching the subject can be reduced to a single precept: "*Do, what you may know.*" No theorem is to be memorized, but all properties are to be deduced from constructions made and thoroughly understood. To illustrate: The class has learned to construct a circle upon any diameter—all will construct circles.

Connect any point in the circumference with the ends of the diameter and measure the angle thus formed.

How many degrees are in the intercepted arc? What relation between this and the angle? Lay off 60 degrees as an intercepted arc with the vertex of an angle at any point in the circumference and measure this angle. (The class knows at the radius is the chord of 60 de-

grees.) Does the same relation hold? Perform with 90 deg.—45 deg.—150 deg. Is it still true? What truth follows? Now give a definition and require a complete proof step. Give many practical applications and require that all work shall be accurately and neatly drawn.

Too much attention can not be given to these two points—*neatness and accuracy*. Encourage the class to find origin of making constructions and definitions, thus cultivating the true spirit of independent investigation. For example, in one of the constructions may expect that, finding an angle inscribed in a semi-circle is a right angle, at least some of the class will utilize knowledge in erecting perpendiculars.

I remember that as a student I found in inscribing an equilateral triangle in a circle that each of the sides divided the diameter perpendicularly in the ratio of 3 to 1, and at once proceeded to use this cumbrous and indirect method to trisect a line in the same manner. The more simple and direct one of drawing parallel lines. Nevertheless I had the durable sensation of the exercise of my own found power, and was doubtless benefited thereby. If you show them how by measuring the distance from the base of a lofty object and its elevation, they can determine its height, there will be no lack of interest in their utilizing this—to them—new information.

Under the subject of areas give many arithmetical problems and have the students originate others.

Sometimes an impossible problem will fix a principle more firmly in the mind of the class than any other method. For example, ask the class to find the area of a right-angled triangle having a base 4 and an altitude 5 and hypothe-

Then ask them to construct the triangle.

It will fix in their minds forever that the sum of any two sides of a triangle must be greater than the third.

In conclusion I would say—*Be thorough!* Satisfy yourself that the dullest and slowest pupil in the class can make all the constructions and demonstrations, and that he fully comprehends all the steps taken, and I am sure that the results of teaching this subject will be as satisfactory as they are gratifying.

Alameda, Cal. WM. O. DICKSON.

THE NEW HIGH SCHOOL LAW.

Although our last Legislature may have done many things that deserve condemnation, the effort it made to bridge the gap between our grammar schools and the State University is certainly to its credit. The system of High Schools proposed by this law supplies a link that has long been missing, and makes our public school system a symmetrical, continuous whole.

The now defunct Grammar School Course was designed to accomplish this same end. It failed, however, to effectuate its purpose, and finally proved itself a huge misshapen blunder. It was never popular, and possessed but one virtue—brevity of life.

Under the provisions of the new law, each county may have its High School, or any number of districts may unite, and thus form a Union High School District.

The first school organized under this act began work August 31st, with 15 pupils. It is located at Livermore, Alameda county, and draws its support from nine adjoining districts, containing a population of about five thousand.

As this is the first school of its kind, it will be watched with a great deal of interest, and its success or failure will be

regarded, in a measure, as a criterion of the law.

The following course of study, prepared by E. H. Walker, Principal of the school, was adopted by the trustees, it having been approved by a representation of the State University. We append it, that our readers may obtain a clear idea of the amount of work these High Schools are supposed to accomplish.

Pupils are supposed to have completed the Alameda Grammar Grade course, or its equivalent, before taking up the work of the High School.

COURSE OF STUDY.

(Scientific Department.)

JUNIOR YEAR: Algebra — Wentworth's School Algebra to page 200, first term.

Geometry—Wentworth's, first three books, second term.

Physics—Gage's Introduction to Physical Science completed, two terms. Practical experimentation.

History—Myers' General History through the year, especial attention to be given to Greek and Roman life, thought, institutions and government, with marked regard to their relation to and influence on modern civilization.

Literature—Brooke's Outlines of English and American Literature through the year, completed. Lowell's Vision of Sir Launfal, Addison's Sir Roger de Coverley, Thackeray's Newcomes, Shakespeare's Julius Cæsar, and Hale's Bulfinch's Age of Fable to be studied according to requirements of the State University.

Reviews—Grammar, especial attention given to syntax and parsing; geography, especial attention given to physical and commercial geography; arithmetic, special attention given to logical analysis of problems.

Drawing, composition, and elocutionary drills.

Theses in all branches.

SENIOR YEAR.

Algebra—Book completed and reviewed first term.

Geometry—To page 380, and review second term.

Rhetoric—Kellogg's, one year; especial attention given to composition, style, and rhetorical analysis.

Civil Government of the United States—Fiske's, completed, in connection with a critical review of United States History.

Literature—Hales' Longer English Poems, according to requirements of State University;

Age of Fable, work of Junior year continued; Milton's Comus; Selections from Burke; Payne's I.

Drills as in junior year.

General reviews, second term.

THE SPECIAL TALENT.

In the report of the directors of The Workingman's School of the United Relief Works of the Society for Ethical Culture,—a free school for the training of the children of the poorer classes in New York—we find the following:

"Our experience has clearly shown, that the standard of education, heretofore universally accepted, which makes the literary progress of the pupil the principal test of his mental capacity, is altogether false. Literary ability is a special talent, as much as is proficiency in music or in any of the fine arts. And as there are many persons who have not the slightest gift in these directions, so are there many who can not write a pleasing essay or letter or appreciate the style of a great author; yet the unmusical man may be a successful and clever business man, and the non-literate man may become a great artist or develop genius in some other direction. In fact many a man who in his boyhood found it difficult to adapt himself to the literary standard of the school has broken his way to fame and success by means of talents of which his teachers had not the faintest inkling."

"Technical education is still in its mature youth. Even now, hampered by ignorance on the one hand and conservatism on the other, by untrained students and untried difficulties, it need fear no criticism. What development may it not attain when our educational machinery has been adapted to its needs, when states or individuals have placed larger means at its disposal, when the United States has achieved that indus-

trial supremacy which is predicted for it?" PROF. H. W. TYLER, in *Forum*.

Gems from the Educational Number of the "Forum."

"It is a great gain for any boy to learn early to bear defeat gracefully, and to scorn an advantage won by the sacrifice of truth, courtesy and honor."

"The highly accomplished, enthusiastic, inspiring teacher is rare. The art of imparting knowledge is a gift as well as an art."

"Attention and accuracy are the essentials of any successful method."

"The discipline of the school will be largely influenced by this idea; to deal with all the boys as if they were or meant to be gentlemen."

"The life of a great school is like the life of an individual. What is best and most precious shuns publicity, and is harmed and degraded by notoriety."

THE REV. DR. HENRY A. COIT.

"The essential quality of a University is individualism. Organization is a limit to freedom, and a hard and fast organization or any code of regulations beyond those necessary to secure order, is a burden to teacher and student."

"No second-hand man was ever a great teacher, and I much doubt if any really great investigator was ever a poor teacher."

"Marks, honors, prizes, degrees even, are incentives which belong to the nursery days—the babyhood of culture."

"The new University in America should address itself directly to the life and work of the people of a great republic, and of the coming twentieth century."

DR. DAVID STARR JORDAN.

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The Pacific Coast Teacher.

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OCTOBER, 1891.

No. 2.

THE PICTURESQUE IN HISTORY.

How It Should Be Embodied In Text-Books. Illustrated by a Translation
from the Sagas.

By PROF. EARL BARNES,
Of Leland Stanford, Jr., University

HISTORY, as commonly taught in our schools, lacks much of the interest and profit which properly belong to it as "the record of the universal mind of man,"—the story of his ambitions, adventures, successes and failures. The whole realm of knowledge is the fruitage of centuries, and centuries are the working material of history. The record of the evolution of society from the time of the childhood of the world to the period of its maturity; from the fancy and fable of the far past to the more substantial mind-processes of the present, is fraught with inspiration, especially for the young, who, more than others, are moved by the recital of those thoughts and deeds which have historic value. In man, man should find most interest. Yet, so long as text-books are compiled from second-hand and therefore, often very inauthentic material, and teachers generally do not possess that broad and more sympathetic conception of the reality, the *science*, in history, children will not receive the best that this study is capable of giving.

In the study of history, after giving that attention to man of pre-American times that the perspective of history demands, we pass to America's annals which, properly, contain nothing of dullness. Romance, Adventure, Genius, in their most daring and ingenious aspects are ours to enjoy and profit by. No grander men than Americans have ever lighted the world, or carried greater nations in their train. Yet, notwithstanding our heritage in this respect, there is a certain lifelessness in history-teaching that makes the wonderful little more than commonplace, and the commonplace worse than drudgery.

The fault lies principally in the histories published for school use. The practice of cutting and copying from other histories, carried, as it has been, to extreme, has resulted in a mass of very defective text-books. Probably the best and most nearly perfect of our smaller United States histories, was published a few years ago by the late Alexander Johnston of Princeton, a scholar of the highest attainments; yet even this book, admirable as it is, shows signs of the

shears and paste-pot plan of compilation.

Text-books should bring the "atmosphere of the "There and Then" as far as possible into the "Here and Now;" surround pupils with the strongest actualities of history attainable; resurrect, in a word, the *men* as well as their deeds. To do this it will be necessary to discard much that now encumbers our text-books, and remodel all in the light of first-hand history.

In many of our great universities, the student is brought into direct contact with historic relics and documents themselves and led to gather his lessons therefrom. Some such method of instruction—modified of course to suit the capacities of the printing press, etc.—I predict will obtain in our public schools inside of twenty years. Documents, papers, or pages containing a re-presentation of the original and resembling it in thought and form as nearly as practicable; these in the hands of the pupil should certainly be more effective than abstract condensations, shorn of those picturesque details which aid so materially in making the picture interesting and, therefore, easily remembered.

The following, being a copy of manuscript in my possession, is a translation (excepting the introductory paragraph—"What sagas are,") from the sagas, and will serve to illustrate what is meant by appealing to the fountain heads of history:

THE VIKINGS.

"Let our trusty band,
Haste to fatherland;
Let our vessel brave,
Plough the angry wave,
While the few who love

Vinland, here may rove,
Or, with idle toil,
Fetid whales may boil,
Here on Ferdusstrand,
Far from fatherland.

THORHALL in *Thorfinn's Saga*.

WHAT SAGAS ARE.—For hundreds of years after Ptolemy, there are no new records of discovery, but in the Royal Library at Copenhagen, they will show you among their treasures, certain leaves of vellum, yellow and brown with age, and written close with ancient characters, brightened here and there with dashing capitals of red. They were written out, letter by letter, about 1400 A. D., by the hands of pious monks, who called to their aid "Omnipotent God and the Virgin Mary" as they worked. These are the Sagas of the North, and tell us the story of the ancient Vikings or Northmen.

FROM THE SAGAS OF ERIC THE RED.—In the saga or story of Eric the Red, it stands written:—"The land some called Greenland, was discovered and settled from Iceland. Eric the Red was the name of the man who went from here (Iceland) to there, and took possession of that part of the land which later was called Ericsfiord. He named the land and called it Greenland, and said it would encourage people to come there, if the land had a good name. They found there, both east and west, ruins of houses and pieces of boats, and begun stone work." "Learned men say that twenty-five ships went that summer from Greenland to Iceland, but only fourteen arrived. Of the rest some were driven back and some were wrecked. (A. D. 986.)

FROM THE SAGA OF LIEF THE FORTUNATE.—Now there came to Brattablid in Greenland where Eric lived, a man named Biarne, who told of land far westward, seen, as was driven by storm that way, and afterwards, "there was much talk about discovering unknown lands. Lief, a son of Eric Red of Brattablid, went over to Biarne and bought the ship of him and manned the vessel,

and went to sea when they were ready. They first came to the land which Biarne had discovered, sailed up to it, and went on shore; but there was no grass to be seen. There were large snowy mountains up the country; but all the way from the sea up to these snowy ridges, the land was one filled of snow, and it appeared to them a country of no advantage. Lief said: "It shall not be said of us, as it was of Biarne, that we did not come upon the land; for I will give the country a name, and call it Helluland. Then they went on board again and put to sea, and found another land. The country was flat, and overgrown with wood. Then Lief said, "We shall give this land a name according to its kind," and called it Markland. Then they hastened on board, and put to sea again with the wind from the north-east, and were out two days and made land. They resolved to put things in order for wintering there, and they erected a large house. They did not want for salmon, and they thought the salmon larger than any they had ever seen before. The country appeared to them of so good a kind, that it would not be necessary to gather fodder for the cattle for winter. There was no frost in winter, and the grass was not much withered. Day and night were more equal than in Greenland and Iceland.

It happened one evening that a man of the party was missing, and it was the south countryman, Tryker. Lief was very sorry for this because Tryker had long been in his father's house, and he loved Tryker in his childhood. Lief blamed his comrades very much, and proposed to go with twelve men to find him; but they had gone only a short way when Tryker came to meet them, and he was joyfully received. Lief soon perceived that his foster father was quite

merry. Tryker had a high forehead, sharp eyes, with a small face, and was little in size, and ugly; but was very dexterous in all feats. Lief said to him, "Why art thou so late, my foster father? And why didst thou leave thy comrades?" He spoke at first long in German, rolled his eyes and knit his brows. After some delay, he said in Norse, "I did not go much further than they; and yet I have something altogether new to relate, for I found grapes and vines." "Is that true, my foster father?" said Lief. "Yes, true it is," answered he, "for I was born where there was no scarcity of grapes." They slept all night, and the next morning Lief said to his men, "Now we shall have two occupations; namely, to gather grapes or cut vines, and to fell wood in the forest to lade our vessel. This advice was followed. It is related that their stern boat was filled with grapes, and then a cargo of wood was hewn for the vessel. Towards spring they made ready and sailed away, and Lief gave the country a name from its products and called it Vinland. They now sailed into the open sea and had a fair wind until they came in sight of Greenland and the lands below the ice mountains."

FROM THE SAGA OF THE THORFINN.

"The conversation often turned at Brattahlid, on the discovery of Vinland the Good, and they said a voyage there had great hope of gain. After this Snorre and [Thorfinn] Karloefne made ready for going on a voyage there the following spring. There were in all, forty men and a hundred."

It is said that Thorfinn, with his comrades, sailed along the coast south. They sailed long until they came to a river flowing down from the land. Having come to the land, they saw that where the ground was low corn grew, and

where it was higher, vines were found. Every river was full of fish.

There was a great number of all kinds of wild beasts in the woods. They stayed there half a month and enjoyed themselves, and did not notice anything; they had their cattle with them. Early one morning, when they looked around, they saw a great many skin boats [and the people in them] rowed towards them, wondering at them, and came to land. These people were swarthy and fierce, and had bushy hair on their heads; they had very large eyes and broad cheeks. They stayed there for a time, and gazed upon those they met, and afterwards rowed away southward.

Thorfinn and his people...wintered there, and there was no snow, and all their cattle fed themselves upon the grass. But when spring came [A. D. 1009] they saw one morning early, that a number of canoes rowed from the south; so many, as if the sea were sown with coal;...Thorfinn and his people then raised up the shield (a white shield in token of peace) and when they came together they began to trade. These people would rather have red cloth; for this they offered skins and real furs.

It happened that a bull, which Thorfinn had, ran out of the wood and roared aloud. This frightened the Skraelings, and they rushed to their canoes and rowed away to the south. After that they were not seen for three whole weeks. But at the end of that time, a great number of Skraelings' ships were seen coming from the south like a rushing torrent and they all yelled very loud. Then Thorfinn's people took a red shield [in sign of peace], and held it toward them. The Skraelings leaped out of their vessels, and after this, they went against each other and fought. There was a hot shower of weapons, because the Skraelings had slings.

Thorfinn and his people thought saw, that although the land had good qualities, they still would be exposed to the fear of attack the original dwellers. They therefore, to go away and to reach their own land."

This Thorfinn was a brother-in-law of Lief; and men say that his saga was written out by one of his own descendants, a learned bishop of Iceland, who returned from Vinland. The little talk of going thither, though Pope made a bishop for it, and then, the sagas say, men went to the lumber. The last such voyage was in the year 1347.

STUDY ON ABOVE. *

1. What was the occupation of the Vikings? 2. What lands did they inhabit? 3. What lands did they discover? What proofs have we that they were brave men? 5. What land was the first? 6. What reasons have you for thinking so? 7. Why should the men reach Vinland more easily than other men of Europe? 8. Whom do you call the discoverer of Vinland? 9. Why should the sagas call Vinland "the Good?" 10. Whose word must we depend on for the being vines in Vinland? 11. What reasons have we for believing this? Make a list of the productions of Vinland? 13. Who were the Skraelings? 14. What river or rivers answered the description given in the saga of the Sagas? 15. Why should the Sagas call them such treasures?

SUPPLEMENTARY READING. - See the fellow's "Discoveries of the Cape," and the "Skeleton in Arica." Baring Gould's "Grettir the Old" Benjamin F. De Costa's "Pre-Columbian Discovery of America, by the men."

*We feel certain that our readers will enjoy the mental exercise involved in working out the answers to these questions, so, to stimulate to a searching study of this admirable literary and historic paper, we will gladly publish results of your own study, or conclusions reached by your school. Test it. Ed.)

TEXT BOOKS IN THE TEACHING OF MUSIC.

Having carefully read the first number of your journal, which thorough your kindness came into my hands, I take great pleasure in congratulating you for the successful and meritable beginning you have made.

I was especially pleased with your leading article; coming from such learned and experienced educators and agreeing mainly in one thing, and that is, that the methods used in our schools are designed more to enhance the exterior or showy parts of learning than to lay down the elements for developing the child's mind, especially its reasoning powers and its judgment. But this fault is not confined to our public schools alone, it is a universal fault of the age and a consequence of the speed to which the rapid increase of population has driven our educational institutions. It is not as I have said the exclusive fault of our public school, but is also in a rather greater measure to be found in our private and parochial schools, and in no branch of education has this fault—the memorizing of words without attending to the thought, the acquisition of that which is showy without reference to its intrinsic worth—played greater havoc than with the subject of music.

There is a ready excuse for this in the great number and variety of text-books that have sprung up like mushrooms since the introduction of music into our schools. All the book publishers wished to share in the profits coming from the

immense sale of these books, and each, in order to make his work the "newest and best," made many changes in the presentation of what they call the "elements of music;" and so we find many of these text-books to be but a conglomeration of absurdities.

I have found by a long experience, that in music—as well as in other branches of elementary study—this shallowness, already referred to, is the result of too much text-book. I believe, and most practical teachers will uphold me, that the elements of vocal music, as this part of that heavenly science is called, should be taught on the black-board only. Text-books should never contain that most questionable curriculum "the elements of music", but should begin directly with simple exercises for singing; do, re; do, re, me, etc. I cannot see the reason for this multiplicity of text-books and these so-called methods, since these elements of music are as simple and as definite as the multiplication table.

There are only seven letters, serving as names for just so many notes or characters presenting to the eye the pitch of tone. The degrees or the pitches are simply and plainly indicated by the position of the note on the staff or staves, consisting of five lines and four spaces. Thus we have formed a chain of degrees of pitch beginning with the letter A in the first space of the lower staff marked with the F cleff and continuing on upward bringing "Middle C" on the partition line between both staves and passing on into the upper staff, marked with the "G cleff." There is no deviation from this, then why speak of methods?

At some future time, I should like to present more fully some of these points, especially "transposition of the scale"—not scales. We have but one scale—the *diatonic*—the so-called chromatic scale

THE PACIFIC COAST TEACHER.

eality no scale at all, having no beginning and no end. It is merely an inflection of tone-degrees, half-tones, semitones, or whatever the method makers choose to call them.

Before closing these remarks, permit me to mention one or two of the common errors that have been propagated by text books.

One of the first is introduced with the naming of the intervals or extension or degrees between the degrees of the scale. It is an "augmented unison." It is possible that a unison can be augmented? Any augmentation is distance, and distance destroys unison.

Another and more serious error is the naming of *thirteen* degrees in the chromatic scale. This fatal error is most common. I will illustrate the chromatic scale, beginning at C—middle C is the first of all characters called notes to which the voice is directed because it determines the pitch of the tone in which human voice is generally used.

Beginning then with c, 1; c sharp, 2; d sharp, 4; e, 5; f, 6; f sharp, 7; g sharp, 9; a, 10; a sharp, 11; b, 12; b sharp, 13; c sharp, 2; and so on.

A great error arises from a misconception of the term "half-step" and I will illustrate the above by the use of *ps*.

The tone C—we will call them degrees. Now—the tone C is no half step, no step at all; it is simply a tone. In order to make a half step we must use C sharp.

Therefore: from c to c sharp is the 1st step; from c sharp to d is the 2nd; d sharp 3rd; d sharp—e, 4th; e—f—f sharp, 6th; f sharp—g, 7th; g—g sharp, 8th; g sharp—a, 9th; a—a sharp, 10th; a sharp to b, 11th; b—c, 12th.

Thus, the 13th degree or half

These and many other errors are the result of using too much text-book. I earnestly recommend the use of blackboard exclusively for teaching the a, b, c, of music, for then the pupils will be more interested, the recitation will be more attractive, and the pupils can all see and hear the explanation given by the teacher. P.

DON'T YOU THINK ?

The four pupils who are to recite should come on the stage together, the one who is reciting to the other three, who at the conclusion of the recitation, "We do, we do."

First pupil—

Don't you think it must be jolly, when the rain comes down,
To be a little duck, because a duck
drowns?
And though the showers fall as if a sea
been upset,
They only trickle off him, and he can
wet.

Three pupils—

We do, we do.

Second pupil—

Don't you think it must be jolly when the wind
blows high,
To be a flitting swallow in the deep blue
For all he has to do is just to beat his
wings,
And up above the dusty earth his light
springs.

Three pupils—

We do, we do.

Third pupil—

Don't you think it must be jolly, when the
moon won't rise,
To be a little feathered owl, and have an
round eyes?
For he sails about the forest in the
moonless night,
And can find his way much better than
broad sunlight.

Three pupils—

We do, we do.

Fourth pupil—

Don't you think it must be jolly, when the sun
burns hot,
To be like the gliding fishes in a sea
grot?
For they never can be thirsty, and they
must be cool,
And they haven't got to dress themselves
hot, thick wool.

Four together—

We do, we do!

—Educational Exch.

CALIFORNIA SCHOOL OF METHODS

FOR

TEACHERS AND KINDERGARTNERS.

BY C. H. MCGREW, M. PH.,

Secretary, San Jose, Cal. •

If California is as a rule a little behind some of the older Eastern States in the organization of her educational institutions and in catching new ideas and the spirit of progress in their westward course, she always gets the benefit of the experience of the older Eastern States, and usually manages to adopt only the most approved ideas. While it is not true that all educational institutions in California are better than elsewhere, it is true for the above reason that some should be better. In respect to Normal Institutes, Summer Schools, and Professional interest and enthusiasm, California has been very much behind. Every wide-awake professional teacher feels this. In his welcome address at the opening of the second session of the California School of Methods, Prof. Childs expressed this state of feeling very nicely, when he said "there were a number of Eastern educators talking of coming to California and organizing a summer school of methods for us, but we concluded for our own self-respect and reputation to do so ourselves."

ORGANIZATION OF THE SCHOOL OF METHODS.

Institutions must grow, even after their ideas and aims are clearly conceived. The writer coming from the East where Normal Institutes and Summer Schools of Methods have been in existence for nearly twenty years and having conducted several summer schools of pedagogy, tried in 1886 and in the summer of 1888 to enlist several prominent super-

intendents and teachers in such a movement at Pacific Grove, but without avail. So in the spring of 1890, seeing the growing necessity for such an institution, he consulted with Prof. Childs, Mrs. Sarah B. Cooper, Profs. McChesney and Kennedy and others on the probable success of such a movement. They heartily endorsed the plan, consented to act as an advisory Board of Directors, and render all possible assistance in such a movement, provided the writer would personally undertake its management. Accordingly circulars were issued setting forth the plan and aims of the movement, and sent out to a large number of teachers and kindergartners, inviting them to come to Pacific Grove in July and assist in the organization of the School of Methods. On the 16th of July, twelve teachers and kindergartners reported from seven different counties, and a three weeks' session was begun. Nearly all those enrolled were graduates of Normal or Kindergarten Training Schools, and were enthusiastic and growing teachers. The session was a most pleasant one, marked throughout with enthusiasm, a spirit of harmony and modesty. The instructors were all specialists and did excellent work. They were: Mrs. Ida M. Blochman of Santa Barbara County in Science Teaching; Mrs. E. G. Green of Santa Cruz, in Principles and Methods of the Kindergarten; Miss Florence A. Densmore of New York, in Drawing and Clay Modeling; Prof. E. B. Warman of Chicago, in Reading and Voice Training; Mr. C. H. McGrew of San Jose, in Educational Psychology, Science and Art of Teaching and Kindergartening.

Morning talks by the instructors and others were a special feature of the session. An excellent course of evening lectures were given by Dr. Jewell, Prof. Barnard of the Lick Observatory, and

Prof. Warman. Socials and receptions and party rides were pleasant and enjoyable occasions during the session. In every respect the school was considered a marked success by all interested, and every one expressed a desire to see it permanently established. The manager and teachers were much encouraged by the personal visits of Mrs. Sarah B. Cooper, Miss Hattie Cooper, Mrs. Chas. Lux, all of San Francisco, and Prof. Childs, Principal State Normal School.

INCORPORATION OF THE CALIFORNIA SCHOOL OF METHODS.

From the beginning of the movement, it was understood by all promoting it that the school would be incorporated as a permanent Institution of Professional Instruction and Training for teachers and kindergartners. Accordingly the Board of Directors met in San Francisco, the 22nd of last November and decided to enlarge the Board, and incorporate immediately. It was decided to make the Board of Directors representative of the various classes of schools and educational institutions interested in the New Education. The Board was fully organized and constituted as follows:

Prof. C. W. Childs, President, Principal State Normal School; Prof. C. H. McGrew, Secretary, Institute Conductor; Prof. J. B. McChesney, Treasurer, Principal Oakland High School; Mrs. Sarah B. Cooper, President Golden Gate Kindergarten Association; Mrs. Mary W. Kincaid, Principal Girls' High School, S. F.; Prof. James G. Kennedy, Principal Cogswell Manual Training School, S. F.; Prof. John Swett, City Supt., S. F.; Prof. J. W. Anderson, State Supt. Pub. Instruct. On the 12th of December 1890, the Board met in San Francisco, adopted Articles of Incorporation which had previously been prepared and completed all the legal steps in the process

of incorporating. The Institution was incorporated as the "California School of Methods for Teachers and Kindergartners," and for a period of fifty years. The Board of Directors were given power to elect their successors and fill all vacancies, and was made a self-perpetuating body. Under the Articles of Incorporation and the laws of California they also have power to elect officers and instructors, and prescribe courses of study and training, and *grant professional diplomas and literary titles and degrees*, and to hold and manage property for the welfare of the Institution. The Articles of Incorporation contain twelve sections, granting many special powers and privileges to the Board of Directors, and provide for the establishment of a broad, liberal and scientific Institution of Professional Instruction and Training.

The California School of Methods is the second incorporated institution of the kind in the United States, the Martha's Vineyard Institute is the first. The advantages of incorporation are many and evident. Incorporating not only lifts it above the class of private enterprise, but makes it a public and permanent institution of state breadth and importance. Teachers and kindergartners naturally give to the institution and its management a confidence they could not to any private enterprise managed by an individual. The avowed purpose of the institution is not to make money, but to give professional culture and training and elevate the standard of teaching. The Board of Directors are giving it their time and influence for the good they see they can do the cause of education. They have united in corporate capacity and purpose to give their time, experience and counsels to aid the progressive and deserving teacher to rise to a higher professional plane and ideals.

The policy of the Board of Directors is entirely open, honest and unselfish. In their management their aim is to help the worthy teacher and kindergartner as far as it lies in their power. In securing instructors and lecturers the plan has been to provide the very best obtainable, and as far as it lies in human power to meet all engagements and fill all promised performances. The committee has never advertised any one for work or lecture who was not definitely engaged, and it is their policy to regard an advertisement as sacred and binding as their word. And the character of the Board is such, we feel teachers can repose confidence in them in all such matters.

THE AIMS OF THE INSTITUTION.

The aims of the California School of Methods as formularized in the articles of incorporation are: "The Professional improvement, and intellectual, moral and social culture of teachers and kindergartners. The conduct and maintenance of a Summer Institute of Professional Instruction, in which the Science, Art, History and Philosophy of Education and Special Methods of Instruction shall be the principal branches taught. The dissemination of the true principles, best thought, right ideas and correct standards for the Profession of Teaching."

This general statement is very broad and liberal, and may be made to cover the entire field of professional work. It will be seen the aims are distinctly professional, and not academic, and teachers and kindergartners are the class of persons to be benefited. It is probable the work and field of this Institution may be classified in the near future into three closely related departments. The Department of the Summer School with its various lines of work; a distinctly Professional and Training Department; and an Educational Council, composed *only*

of professional teachers, elected permanently, and who will meet, discuss counsel together, and "disseminate the true principles, best thought, right ideas, and correct standards for the Profession of Teaching." These departments, of course, will all be under the general management of the Board.

As the school develops, its special characteristics and aims will be more clearly set forth. The work of raising the professional standards and giving recognition to worthy teachers and kindergartners has already been begun.

The Executive Committee has just issued a very neat certificate to all teachers who have so far attended. It is the intention to issue these every year to those in attendance. And when any teacher or kindergartner attends three or more sessions, and takes a full course of work of three or more studies for the entire session, she will be entitled to the Professional Diploma of the school issued under the signatures and seal of the Board of Directors. Those securing certificates for less amount of work than three studies for the entire session will be given full credit if they desire to graduate. The minimum requirements for graduation and receiving the Professional Diploma will be equal to three studies for three entire sessions, shown by three full course certificates. Up to the present time forty-one certificates have been issued, most of them full course. The Board is desirous that the Professional Diploma represent actual professional work and standing. Care will be taken to issue it only to those who have earned it, and are in good, moral and professional standing. It is intended to make it equal to a post graduate Normal diploma, and never to permit it to become cheap and worthless as our life diplomas.

THE RECENT SESSION.

On the 7th of February the Board of

THE PACIFIC COAST TEACHER.

ctors met in San Francisco and accepted the invitation of Prof. Childs and Normal School Trustees to hold the summer session in the Normal School building at San Jose. The time set for session was the three weeks from 6th to 25th. The Board empowered Executive Committee to select instructors and lecturers, prepare courses of work and instruction, and make all necessary arrangements for the coming year. The Secretary, in consultation

President Childs and the Ex-Committee prepared a neat little manual, set forth all necessary information, and sent copies to nearly all public school teachers in the state. The work for the session was arranged in four departments: Educational Psychology and Pedagogy, Kindergarten and Primary, Elementary and Grammar, and High Schools. The following instructors prepared work for one or more weeks:

Prof. C. W. Childs in Principles and Methods of Manual Training, one week;

C. H. McGrew in Educational Psychology three weeks, and History of Education one week; Mrs. E. G. Greene assisted by Misses Belle and Lizzie Macie with a class of children, presented Principles and Methods of the Kindergarten for three weeks; Mrs. Lizzie P. Lane presented Primary Science, Language and Reading Lessons two weeks;

Margaret E. Shallenberger conducted a class of children in Primary Language, Clay Modeling and Manual Training two weeks; Miss Nannie C. Lane in Calisthenics and Physical Culture two weeks; Prof. A. H. Randall in e-made Apparatus and Methods in Science one week; Prof. R. S. Holway in e-made Apparatus and Methods in Chemistry one week; Prof. Geo. R. Kleeber in Geography and Methods one week; Prof. G. Schoof in Drawing and

Manual Training one week; Prof. Whitehead instructed the teachers in Shop work in Manual Training one week; Mrs. A. E. Bush in Microscopy one week; Prof. S. A. Chamberlain in Conventional Geometry one week; and H. R. Rattan in Methods in Bookbinding one week.

The session throughout was conducted with interest, enthusiasm and helpfulness. The subjects were varied, and the only difficulty experienced was they could not do all the good things on the program. The work in the various lines was well planned and presented according to the latest thought and methods. The teachers present were very enthusiastic and spoke in the praises of the instruction. The Normal School teachers were very kind and attentive, and spent many hours with the teachers in the lectures and workshops. There was one day that Profs. Randall or H. R. Whitehead or Rattan, did not do some interesting device or experiment to show the teachers. Under Whitehead's instruction, each teacher made a solar microscope or some other piece of apparatus. Whitehead instructed how to use the same. In the Morning Talks, the Sessions of Educational Counsel, the Evening Sessions, the party excursions to the Lick Observatory and Stanford University, each an occasion that brought peculiar interest and pleasure. In the session of the Educational Counsel, the teachers and kindergartners were in discussing the question "Should a child think before it talks?" The second session was given to "How to teach children." In both sessions many interesting and interesting thoughts were discussed on these important subjects. The entire lecture course was an excellent

fine one. The following eminent educators gave us lectures: Mrs. Sarah B. Cooper of San Francisco on the "Kindergarten as an Educational Agency;" President David Starr Jordan of the Stanford University on "Higher Education" and "Agassiz as a Teacher;" Prof. John Dickinson of Los Angeles on a "Hurried Glance at Mother Earth;" Prof. E. E. Barnard of the Lick Observatory on "Recent Photographic and Visual Astronomy;" and Dr. Homer B. Sprague President Peralta Hall, four lectures—one each, on Shakespeare's "Heart," "Head," and "Life and Genius," and Milton's "Paradise Lost." Prof. Childs said this was the finest lecture course given in San Jose within the last fourteen years to his personal knowledge. Those who listened to Mrs. Cooper's brilliant, soulful and inspiring address on the Kindergarten and Childhood; or saw Prof. Barnard's intensely interesting views; or heard Dr. Sprague's eloquent and masterly analyses of Shakespeare's Life and Genius and Character, carried away gems of thought for which they will always feel grateful.

THE FUTURE PROSPECT.

The session closed with a visit and picnic of all the teachers to the Leland Stanford Junior University. The Secretary had previously made special arrangements with President Jordan to be present and show the teachers through all the buildings and departments. The President and Secretary and several of the Instructors accompanied the party through all the buildings and showed us every kindness and attention. The day was filled with interest and pleasure, and was an appropriate and delightful ending of the session.

Some thirty teachers were in attendance from fourteen different counties—more than one-third of the state access-

ible. The territory drawn from extends from Shasta to Los Angeles, and from Sierra to the sea. The session was in every way a success—educational and financial. The managers feel the school is firmly established and its management has been wise. The gain in attendance of the recent session over the first is nearly 300 per cent, and we expect this ratio to continue. The quality of the teachers attracted is the best and this is more important than numbers. The managers do not expect to draw the fossil, the dolt or the political hanger-on. Such are never found at summer schools. The School of Methods is for the live, the growing teacher. This is the class of teachers that have given the movement confidence from the beginning. The school is now a little over a year old. It is wisely organized and permanently established, and managed purely on educational principles and with educational aims. It is growing as fast as it can in influence, in public confidence and in the respect and esteem of every good teacher. The coming year will see new features and new developments in its work.

The Massachusetts commissioners of prisons report that, while the population of that state during the last fifty years has trebled, the number of prisoners has increased fifty-fold. The ratio of prisoners to population throughout the state is one to 400 and in Boston alone, one to 222. When we recollect that Boston—"the hub of the universe"—situated in the shadow of the oldest and most famous university on the continent, is the center of culture in America, is the home of dozens of magazines and societies devoted to history, science, art and literature, do not the above statistics, to say the least, seem incongruous?

SAN DIEGO LETTER.

Though San Diego is "away off in a corner" of the great State, she keeps pace educationally with her more centrally located sister counties. In 1890, the Board of Education adopted a plan of educational work for the district schools. By this plan of annual examinations, promotions and graduations, the widely scattered schools of this vast country are formed into a system by which the work of every teacher and school can be tested and compared.

San Diego has in Harr Wagner, a thoroughly wide awake and efficient superintendent. Mr. Wagner believes that something should be done to keep the fires of enthusiasm burning, and so has organized local institutes in the more thickly settled portions of the county. Sept. 19th, the "Teachers' Escondido Institute" was organized at Escondido. The teachers from the surrounding twenty-five districts are to meet once in eight weeks and spend a Saturday in discussing the work of *district* schools. There are 135 districts in the county and 212 teachers employed, sixty-five of whom are employed in San Diego City.

The City Board is composed of some of San Diego's most wide awake and *conscientious* men. The schools of that city have already a fine reputation, and the Board are doing all in their power to make them even better.

During the summer the Kindergarten was declared a part of the public school system, and teachers for the same have been appointed. Sewing has been introduced into the primary grades for both boys and girls. In the grammar grades the boys take carpentry in place of sewing.

The course in sewing is practical and comprehensive embracing all varieties of

work from the simple cutting and basting of the primary to the button holes and embroidery stitches in the eighth grade. Some very neat patching and darning is already on exhibition in some of the schools.

Work shops are to be fitted up in the basement of each ward school building; then, the work in manual training will be carried on under the direction of a special instructor.

Music is being taught in an eminently successful manner by Mrs. J. Powell Rice, formerly of Chicago.

The study of American Literature in the Primary and Grammar schools has received a new impetus in the adoption of Authors' Days.

Classed as one of San Diego City's best teachers, is Helen Mackenzie, May '87.

Miss Amy Whatmore, May '83, is principal of a city school. Miriam Kooser, Dec. '83, Phoebe Parker, May '81, Alma Patterson, March '77, Lizzie Armstrong, May '87, and Amelia McKay, May '87 are employed in the city schools.

Mabel N. McKay, Dec. '86 has a position in Escondido.

Celia Daniels, May '87 is teaching the Cowles School near El Bayou.

Miss Mabel Patterson, June '89 has charge of sixty "little tots" in the primary department of the San Jacinto school where she has taught since graduation.

Miss Tenah Wheeler of the same class has the Bernardo School.

Miss Annie Brewer, June '91, teaches the San Dieginto School near Del Mar.

Miss Estella Murdoch Jan. '91, has a pleasant little school in the Storre district near Parvay.

Miss Georgia Thatcher, June '89 has a large and interesting school at Parvay.

FRACTIONS.

BY MARGARET GRAHAM HOOD.

If all the children attending the public schools of California—or any other State—could be questioned as to what part of their arithmetic work seems to them hardest, they would answer almost to a child—"Fractions."

And could the teachers of these children be asked on what part of their arithmetic teaching they spend the most time and strength and get least satisfactory results, they, too, would answer, "Fractions."

For years the educational journals all over the country have been answering the query: "How shall I teach fractions?" and yet in every issue it still comes.

I believe what we really want to know is not *how* so much as *where*. We leave out this part of the work where it should come in, and then, as a matter of course, it fits ill any where.

The almost invariable plan so far has been to take the child carefully through addition, subtraction, multiplication and division—short and long—taking the utmost pains that he comes not in contact with even the ghost of a fraction; then, suddenly, without any warning whatever, plunge him into them, surround him with them, pour them over him, soak them into him, dose him with them in every way, shape and complication, and then, as suddenly, drop them. They have no connection with any thing that has come before or after, but stand out in his memory distinct and alone, as a vivid sort of arithmetical nightmare.

However, this method is rapidly becoming a thing of the past, and the time is not distant when, in every school this subject will find its proper place, which,

unquestionably, is at the very beginning of number work.

When a child has learned that 2 divided into two even parts has one in each part, there is no reason why the lesson should not go the one step farther and teach him that those parts are called halves. By a judicious question or two, you will find he knew it before. Go on and show him that the two parts must be even—or equal—and you will find he knew that; further, that no matter if it be one object or many, so long as there are but two parts, they are still halves, and you will find he knew that, too. Then show him the only thing he did not know—how to write it.

He has had the sign $\frac{1}{2}$. Tell him the line means division and the dots simply stand for figures. That when any thing has been divided into two parts we write the 2 below the line to tell it, and then place the 1 above the line to tell how many parts we have.

After *one-half* it seems most natural to take *one-fourth* next, but really it makes very little difference so readily does the child grasp the idea of naming the parts from the divisor.

From finding *one-half*, it comes very easy to go on in the second year's work and show them (don't *tell* them, let them *see* it) that 2 and $2\frac{1}{2}$ are $4\frac{1}{2}$, that $2\frac{1}{2}$ and $2\frac{1}{2}$ are 5, and let such examples be as familiar: as, 2 and 2 are 4.

By means of an apple or some such familiar and easily divided object, let them *find out* in the third year that one-half is the equivalent of two-fourths and of four-eighths, etc., and the main work is done.

Keep to large fractions, or small figures, remembering it is the principle you wish to teach. Let the examples be many and easy. Teach the different features of the work as occasion offers or

demands, and then it will come naturally and easy, and if well done, fractions will cease to be the dreaded feature of arithmetic.

Teacher (to Mickey)—“Now, Mickey, you read the lesson to me first and then tell me, with the book closed, what you read.” *Mickey* (reading)—“See the cow. Can the cow run? Yes, the cow can run. Can the cow run as swiftly as the horse? No, the horse runs swifter than the cow.” (Closing up his book to tell what he has read.) “Get onto de cow. Kin her jig-steps run? Be’cher’life she kin run. Kin de cow do up de horse a-runnin’? Naw, de cow ain’t in it wid de horse.—*Life*.”

The above squib, an exaggeration as it is, betrays a common fault. Our pupils usually have two vocabularies, one for the schoolroom and one for out of school. In school they speak properly because they know they are liable to correction and perhaps to punishment if they speak otherwise. Out of school, no one is watching and they are free to revel in bad grammar and slang.

There is but one remedy; impress upon your pupils the value of good language, inculcate a disrelish for loose and slangy expressions. You may parse and analyze, diagram and despair, unless you create in the child a sentiment, a love for good language, for pure, wholesome English, you fail to secure to the child the blessings of good, clean, lucid expression.

The worst of swill literature comes now-a-days from Chicago. There was a New York publisher whose out-put was pretty bad, but, happily, he has failed and Chicago has a monopoly. Chicago ought to be ashamed of this particular industry, but she probably thinks that a bad eminence is an eminence after all.—*Ex.*

DR. JORDAN'S INAUGURAL ADDRESS.

On Thursday, October 1st, formally opened at Palo Alto, 10 miles northeast of San Jose, what is to be the grandest University in America. As many of our readers have been unable to enjoy more than the details of the opening exercises, extracts of the speeches that were made, we publish Dr. Jordan's address, believing that it is worthy of publication as indicative of the object and future policy of the University.

“We come together to-day for the first time as teachers and students in this relation the life of the Leland Stanford University begins. It is the first personal contact of young men and women with scholars and investigators which constitutes the life of the University. It is for us, as teachers and students in the University's first year, to lay the foundations of a school which may last as long as human civilization. Ours is the youngest of the universities, but it is heir to the wisdom of the ages, and with this inheritance it promises a rapid and sturdy growth.”

Our University has no history; it has no back upon; no memories of great men haunt its corridors; in no rooms appear the traces which tell of where a great man has lived or of what he has done. No tender associations cling, ivy does not climb its fresh new walls. It is hallowed by no traditions; it is hampered by no superstitions; all finger-posts all point forward. In the twentieth century it carries the traditions of the nineteenth. Traditions and associations it is ours to make. For the work of the future of the University will grow as a splendid lily from a bulb.

But the future, with its glories and responsibilities, will be in other hands. It is ours at the beginning to

University its form, its tendencies, its customs. The power of precedent will cause to be repeated over and over again every thing that we do—our errors as well as our wisdom. It becomes us then to begin the work modestly, as under the eye of the coming ages. We must lay the foundations broad and firm, so as to give full support to whatever edifice the future may build. Ours is the humbler task, but not the least in importance, and our work will not be in vain if all that we do is done with sincerity. As sound as the rocks from which these walls are hewn should be the work of every teacher who comes within them. To the extent that this is true will the University be successful. Unless its work be thus "wrought in a sad sincerity," nothing can redeem it from failure. In this feeling, and realizing, too, that only the help we give to the men and women whose lives we reach can justify our presence here, we are ready to begin our work.

We may hope to give to our students the priceless legacy of the educated man, the power of knowing what really is. The higher education should bring men into direct contact with truth. It should help to free them from the dead hands of old traditions and to enable them to form opinions worthy of the new evidence each day brings before them. An educated man should not be a slave of the past, not a copy of men who have gone before him. He must be in some degree the founder of a new intellectual dynasty, for each new thinker is a new type of man. Whatever is true is the truest thing in the universe, and mental and moral strength come alike from our contact with it.

Every influence which goes out from these halls should emphasize the value of truth. The essence of scholarship is

to know something which is absolutely true; to have, in the words of Huxley, "some knowledge to the certainty of which no authority could add or take away, and to which the tradition of a thousand years is but as the hearsay of yesterday." The scholar, as was once said of our great chemist, Benjamin Silliman, must have faith in truth as truth, faith that there is a power in the universe good enough to make truth-telling safe, and strong enough to make truth-telling effective. The personal influence of genuineness, as embodied in the life of a teacher, is one of the strongest moral forces which the school can bring to its aid, for moral training comes not mainly by precept but by practice. We may teach the value of truth to our students by showing that we value it ourselves.

In like manner the value of right living can be taught by right examples. In the words of Professor Bryan, "Science knows no source of life but life. The teacher is one of the accredited delegates of civilization. In Heine's phrase, he is a Knight of the Holy Ghost. If virtue and integrity are to be propagated, they must be propagated by people who possess them. If this child-world about us that we know and love is to grow up into righteous manhood and womanhood, it must have a chance to see how righteousness looks when it is lived. That this may be so, what task have we but to garrison our State with men and women? If we can do that, if we can have in every square mile in our country a man or woman whose total influence is a civilizing power, we shall get from our educational system all it can give and all that we can desire." So we may hope that this new school will do its part in the work of civilization, side by side with her elder sister, the University of the

our surroundings has its influence, greater or less. "There was a child went forth every day," Walt Whitman tells us, "and the first object that it looked upon, that object it became." It may be for a moment or an hour, or "for changing cycles of years." The essence of civilization is exposure to refining and humanizing influences. "A dollar in a university," Emerson tells us, "is worth more than a dollar in a jail," and every dollar spent in making a university beautiful will be repaid with interest in the enriching of the students' lives.

It has been a reproach of America that for the best of her sons and daughters she has done the least. She has built palaces for lunatics, idiots, crippled, and blind—nay, even for criminals and paupers. But the college students, "the young men of sound mind and earnest purpose, the noblest treasures of the State," to quote the words of President White, she has housed "in vile barracks." The student has no need for luxury. Plain living has ever gone with high thinking. But grace and fitness have an educative power too often forgotten in this utilitarian age. These long corridors with their stately pillars, these canopies of waving palms will have their part in the students' training as surely as the chemical laboratory or the seminary-room. Each stone in the quadrangle shall teach its lesson of grace and of genuineness, and this valley of Santa Clara, the valley of holy clearness, shall occupy a warm place in every student's heart. Pictures of this fair region will cling to his memory amid the figures of the draughting-room. He will not forget the fine waves of our two mountain ranges, over-arched by a soft blue Grecian sky, nor the ancient oak trees, nor the gently sloping fields, changing from vivid green to richest yellow as the sea-

sons change. The noble pillars of the gallery of art, its rich treasures, the choicest remains of the ideals of past ages—all these and a hundred other things which each one will find out for himself shall fill his mind with bright pictures never to be rubbed out in the wear of life. Thus in the character of every student shall be left some imperishable trace of the beauty of Palo Alto.

Agassiz once said: "The physical suffering of humanity, the wants of the poor, the craving of the hungry and naked, appeal to the sympathy of every one who has a human heart. But there are necessities which only the destitute student knows. There is a hunger and thirst which only the highest charity can understand and relieve, and on this solemn occasion let me say that every dollar given for higher education, in whatever department of knowledge, is likely to have a greater influence on the future character of our nation than even the thousands, hundred thousands and millions which we have spent or are spending to raise the many to material ease and comfort."

I need not recall to you the history of the foundation of the Leland Stanford Jr. University. It had its origin in the shadow of a great sorrow, and its purpose in the wish to satisfy for the coming generations a hunger and thirst after knowledge—that undying curiosity—which is the best gift of God to man. The influence of the boy, to the nobility of whose short life the Leland Stanford Jr. University is a tribute and a remembrance, will never be lost in our country. To him we owe the inspiration which led the founders to devote the earnings of the successful ventures of a busy life to the work of higher education.

Six years ago in one of our California journals these words were used with ref-

erence to the work which we begin to-day: "Greater than the achievement of lasting honor among one's fellow men of later generations is it to become a living power among them forever. It rarely happens to one man and woman to have both the power and the skill to thus live after death, working and shaping beneficently in the lives of many—not of tens nor of hundreds, but of thousands and of tens of thousands as the generations follow on. Herein is the wisdom of money spent in education, that each recipient of influence becomes in his time a center to transmit the same in every direction so that it multiplies in geometric ratio. This power to mold unborn generations for good, to keep one's hands mightily on human affairs after the flesh has been dust for years, seems not only more than mortal, but more than man. Thus does man become 'co-worker with God' in the shaping of the world to a good outcome."

The Golden Age of California begins when its gold is used for purposes like this. From such deeds must rise the new California of the coming century—no longer the California of the gold-seeker and the adventurer, but the abode of high men and women, trained in the wisdom of the ages and imbued with the love of nature, the love of man and the love of God. And bright indeed will be the future of our State if, in the usefulness of the University, every hope and prayer of the founders shall be realized.

POPULAR TALKS ON LAW.

BY WM. C. SPRAGUE, ESQ.

No. 1. The Danger in Legal Maxims,

The very common saying, "no rule, without an exception," should be borne in mind in connection with the so-called

"rules of law" so frequently put for ready reference and popular use. A recent issue of a prominent newspaper came under our notice a few days since with a list comprising some five of these "rules of law" which it advised its readers to cut out and place in a convenient place for daily reference. Of these rules scarcely one so strictly general as to make it even possible that the reader, under any given circumstances, could determine the danger of mistake, his proper course. This is not the fault so much of those who originate or publish these maxims of the law, as it is the fault, rather, the peculiarity of the law itself. With so many tribunals called upon the same subject, and so many varying circumstances continually arising under each rule, it is not to be wondered at that few unvarying rules of law can be found. So that were the law any citizen to memorize the common and popular rules of law, or were he continually before his eyes, he would have his lawyer to save him from the danger arising from a little knowledge. It is seen in no direction so clearly as this, and emphasizes what we have always advocated, that the elementary law embracing the leading rules and maxims should be taught in the schools of the country. Less study and more of the laws of the State would have a healthy effect in making up prosperous and happy men. Young people enter upon marriage relation without a single thought or knowledge of the character of their political and legal status. The view of the general lack of information on the subject, and the danger in the statements of the law, we will use as a series of articles or popular talks along the line suggested.

Normal Index Department

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ONE of our latest ventures in the educational line is an astronomical club, whose object, as the name indicates, is to give to its members a broader and deeper knowledge of that most fascinating study—astronomy. The only necessary requisites for membership are a telescope, and a promise to do faithful work. The moon is to be studied first and the questions that are to be decided by actual observations, are, "Does the moon rotate on its axis?" and, if so, "What is the time of one rotation?"

Messrs. Holway and Randall are members of the club, and are always ready to give any needed advice or assistance. The work can not be other than profitable, and if the members have any love for the study it will prove pleasant also.

WHEREAS, it has pleased our Heavenly Father in his providence to remove from us and from earthly labor and reward, our esteemed friend and fellow student, Mason B. Jones, of June, '91, be it

Resolved, That in his untimely death the world has lost one whose genial and courteous spirit, conscientious, earnest, untiring work, clear conceptions, and high and pure ambition, would have made his life of value more than ordinary.

Resolved: That the Agendia Society, has lost a member who had always its interests at heart, and was ever willing to give his time and labor for its advancement.

Resolved: That we extend our heart felt sympathies to his bereaved kindred and friends.

Resolved: That a copy of these resolutions be sent to the family of our departed friend, and that they be placed on our minutes, and printed in the Index Department of THE PACIFIC COAST TEACHER.

SAM H. COHN.
SUSIE JANUARY. } Committee.
EDITH B. LEACH.

If in the past, any of us have been inclined to treat the subject of physical culture with indifference, we must certainly have changed our views on seeing and hearing Miss Ida Benfey.

This gifted young woman has, for several years, been studying elocution, physical training, pronunciation and kindred subjects under the most eminent professors in the United States. Now she comes before us well prepared to exemplify the standard, and not only in poise and grace of movement, but in pronunciation and recitation as well. Upon her first appearance at the Normal, about a month ago, Miss Benfey delivered a lecture upon physical culture, gave us some hints about the critical analysis of a selection, and recited several poems. The lecture consisted, mainly, of explanations, and illustrations of exercises suitable for developing the human body. As most of us are interested, at present, in the subject of gymnasium costumes, we were pleased to hear her views upon that subject. She said that it is best for girls to take their exercise in a dress very similar to the one which they usually wear, since if they become accustomed to one offering more freedom of motion, they will not act naturally in the conventionalized garb. Her own costume is a long gown which, although it fits rather closely to the body, is loose enough to afford perfect freedom of movement.

Miss Benfey's recitations, we have thoroughly enjoyed, especially the longer one given upon her second appearance here. Her costume on this occasion, one representative of the time of King Arthur and his "Round Table," was very beautiful. "Elaine" is well known to most of us, still Miss Benfey discovered for us many beauties which we had entirely overlooked. During the whole recital, the audience was charmed and no one willingly lost a word.

In personal appearance, Miss Benfey is very attractive, and every movement of her body expresses perfect ease and grace. Her work is that of an artist, and much credit is due to that perseverance which has brought it to such perfection.

SCIENTIFIC.

GLACIERS.

It has not been long since the general ideas of glaciers were confined to the brief definition found in our little school geography,—“Glaciers are vast river-like fields of ice.” The reason that glaciers are found in some places and not in others, the process of their formation, their service in the universe, their duration, and many other facts of interest which might have been told concerning them, were all omitted, and we were left with no better idea of a “real, live” glacier, than the few words the book could give us. But it is exceedingly interesting to study the life of a glacier, following it from its birth all along its life work—work?—yes, for a glacier is ever hard at work, eroding, transporting and depositing along its bed, and polishing the sides of its granite basin until they are as smooth as glass.

These vast ice-rivers are formed when

ever large tracts of mountain surface are exposed above the snow-line, and the annual precipitation exceeds what can be carried off by melting and evaporation; the excess of snow collects in the valleys and gradually moves far below its usual limit as a river of solid mater.

The motion is of course accounted for in the following manner. Where water freezes, it crystallizes and hence, expands. Whatever prevents expansion, for instance, great pressure, tends to prevent freezing, or promote melting if it be already frozen. These great fields of ice are many of them hundreds of feet thick. The lower surface is receiving the pressure of the hundreds of tons of ice pushing down upon it from above. Heat is thus generated, and the molecules of ice along the lower surface are melted; being then able to move freely upon each other, the force of heat is converted into motion, and the glacier moves down its slope. With the relief of pressure, caused by contraction due to melting, the liquid formed immediately freezes again, causing an expansion, and an increased pressure, thus producing heat to re-melt the lower portion of the ice again. This continuous melting and freezing enables the glacier slowly but surely to descend its slope.

The rapidity of the motion is dependent upon the supply from its snow-fields, the slope of its bed, and the season of the year—summer being the time when its speed is greatest, owing to an increase in heat causing rapid melting.

Motion is scarcely perceptible in many glaciers, yet if a stick or rock be placed upon the ice and allowed to remain for a time; when again noticed, it will be found to have changed its position.

This slow, steady motion of millions of tons of ice over rocky areas tends to grind off all rough edges and to make

shallow channels wherever resistance is met with. In many places, owing to the difference in the rate of motion in the different parts of the glacier, the brittle mass is seamed with numerous crevasses extending down to great depths. Into these cracks streams flow and huge rocks fall. In time these bowlders become embedded in the ice at the bottom and constitute one of the most powerful of cutting machines.

Systems of parallel lines are found scratched along the polished walls of the glacier basin, showing where fine particles rubbed during the passage of the ice.

As in the liquid river, so in the frozen one, on each side of its bed, the rocks and soil which have been eroded from the Mountain slopes are deposited continually, and carried on to its lower extremity. These piles of debris are called lateral moraines. Not unfrequently the deposits are made at the lower end of the glacier; they are usually in semi-circular heaps, and are known as terminal moraines.

In the high Sierras, polished and grooved rocks and old moraines show that glaciers once were present there which reached to a depth of four thousand feet above the sea level. Even now, farther north, on Mt. Shasta, and Mt. Rainier there exist small but genuine glaciers.

The most extensive glaciers are found on the snow-covered lands of the polar regions. The most famous glacial areas are those of Greenland, Spitzbergen, and the islands of the Arctic and Antarctic Oceans.

C. B. O.

EDUCATIONAL.

THE STORY OF A BILL.

Mr. John Smith was sent from the

fifth district of California, as Representative to the fifty-first Congress. His native city, the metropolis of the district which he represented, had, for a number of years felt the need of a new postoffice. Consequently, the people petitioned Mr. Smith to present a bill to Congress asking for an appropriation of one hundred, twenty thousand dollars with which to erect the much needed edifice.

With the help of his Secretary, Mr. Smith wrote the bill according to the required form, and, when convenient, introduced it to Congress, by presenting it to the Speaker of the House of Representatives. The Speaker immediately handed the bill to the Clerk of the House, who in turn, gave it to the "Clerk of Committee" of appropriations. After thorough discussion, the Committee decided in favor of the bill.

Each committee has a particular day for making its reports, and on the day prescribed, the committee of appropriations made known to the House its decision regarding Mr. Smith's bill. The Clerk of the House, to whom the bill was given, had it printed and circulated among the Representatives.

The next thing on the programme was the reading of the bill twice before the House. The readings occurred on the same day, but, if only one Representative had objected to this arrangement, the readings must have occurred on two consecutive days.

The bill was now ready to be debated by the House. After having been debated for several hours, an amendment was made to the bill, cutting down the appropriation from one hundred twenty thousand, to one hundred thousand dollars.

The bill was then engrossed: that is, written out in a round hand on a large sheet of paper. After the third reading,

which occurred the same day, the bill with its amendments was voted upon and passed. The Clerk of the House next carried the bill to the Senate, and formally announced that it had passed the House.

The routine in the Senate was the same as in the House, the bill finally being voted upon and passed without new amendments. The Secretary then took the bill to the House, and in this case announced that it had passed the Senate.

The bill was then written in careful form on parchment. This action is called enrolling the bill. The Speaker of the House now added his signature to the bill, and informed the House that he had done so. The Clerk of the House carried the bill to the Senate, and the President of that body signed his name.

The committee on enrolled bills now carried the bill to the President of the United States. As the latter approved the bill, he affixed his signature, and sent his Secretary to the House to announce the fact.

The President in person carried the bill to the Secretary of State, who had a copy made for the public printer, and then deposited the enrolled copy of the bill among the public archives of the United States.

From the moment that the President signed the bill, it had ceased to be a bill; it was now an act, and had gone into force.

M. P.

Count Tolstoi's Educational Plan.

At the present time, Count Tolstoi's plan is creating much discussion among educators. He is called a fanatic, an extremist. But what great reformers have escaped these names? Rousseau and the world in the eighteenth century his ideas on educational re-

form, and was called something more than a fanatic. And Pestalozzi, by pounding his ideas for the first time, would be deemed one also. The former sees in his own plans a relief from the difficulties connected with the subject in which he is interested. It is religion, education or social reform, and the Russian is not more than his predecessors.

"Count Lyof N. Tolstoi was born August 28, 1828, at Yasnaya Polyana, a village near Tula, in the Government of Tula." Tula, or Toula, lies due south of Moscow in 54 degrees north latitude and 38 degrees east longitude. Orphaned at an early age, the boy attended the University of Kazan, and studied law and Oriental languages. He soon became tired of these, and returned home. Shortly after, he joined his brother in the army, took part in guerrilla warfare in Circassia, and was captured in Sevastopol during the siege. At the conclusion of peace, he returned home. Tolstoi, the author, is well-known. Tolstoi, the pedagogue, is a soldier. From pedagogue to preacher is his next step, and it is his last. One author calls him "Soldier, literarian, agriculturist, popular educator, and prophet of a new religion,—Count Lyof Tolstoi has passed through these in succession." It is Tolstoi, the popular educator, who claims attention in this paper.

His school is at Yasnaya Polyana. His pupils are Russian peasants; he has only three instructors. His course of study consists of "Graded and Methodical Reading, Composition, Penmanship, Arithmetic, Sacred and Russian History, Geography, Sketching, Singing, Mathematics, Conversation about Natural Science and Religious instruction." Geography and General History do not form a part of his curriculum, because of

children absolutely refused to learn them. Their favorite study is composition. How astonishing it would be to hear seventeen and eighteen-year-old pupils say that they liked to write compositions, yet these Russian serfs, only eight or ten years old, count it the greatest pleasure they have, if only they may choose their own subjects. Their next greatest delight is the reproduction of Bible stories read to them some two months previously. Tolstoi lays great stress on the study of the Bible, especially of the Old Testament, "the book of the childhood of the human race."

A person who entered Tolstoi's schoolroom for the first time would be non-plussed. Imagine a schoolroom with the little ones sitting where they please, on the tables, the window sills, or the floor, and you have a faint conception of the state of things at Yasnaya. Where are the orderly rows of seats so dear to an American teacher's heart? Not there. Tolstoi does not believe in system. Whatever is first thought of, is the subject with which the day begins, and if particularly interesting, it may exclude all other subjects for that day. The child brings to the schoolroom only himself, his receptive nature, and the firm conviction that school will be as gay to-day as it was yesterday. No books are taken home at night; there is no memorizing of rules, or formulas. Tolstoi acknowledges that it was somewhat discouraging to have a boy decide one day that he would rather go the woods, and to have the rest follow like a flock of sheep, thus taking a vacation at their will. But the next day they were not required to furnish an excuse for their absence.

Discipline is unknown in this school. No punishment is allowed to be given. If disputes arise, the pupils themselves

settle them. If any one comes with complaints to the teacher, he is asked, "Are you sure that you did not do it yourself?" Perhaps one reason for this lack of discipline, aside from Tolstoi's personal feeling concerning the matter, is the stand Yasnaya parents take. They are opposed to education, and if the rigid discipline of an American school were adopted there, it would become obnoxious to the little Russians, and in a short time the school would cease to exist, because the parents would not compel the attendance of the pupils.

Is it any wonder that Tolstoi's plan is exciting so much comment? Think of it! No system, no discipline, nothing to be studied at night, pupils allowed to go to school or not as they choose. What a spectacle of freedom that brings before the mind's eye!

Americans are wedded to system. They have banking systems, agricultural systems, systems of irrigation, and educational systems. Consider for a moment an American school conducted as Count Tolstoi conducts his. With his present training, the average teacher would become insane. Yet all over America there is heard a cry against so much system. A reaction seems impending, but we must be careful not to go from one extreme to another,—from absolute system to none at all. Although Tolstoi has put in operation and successfully carried on his school, proving his ideas correct with regard to Russians, one must remember that these little children are wholly unused to control, or parental authority, and in this respect differ from English or American children.

With reference to this plan as a practicable one for America, I should say it is not. Freeborn American children on one side, Russian peasants on the other,

the one accustomed from birth to some manner of discipline, the other as free and unrestrained as the great, grey wolf of the Siberian plains. Though in regard to system, it is quite true that a little more latitude might well be allowed here.

Tolstoi's ideas concerning composition writing are excellent. We make essays bugbears to pupils. If we could adapt his ideas to our system of composing, and allow each pupil to be natural, encouraging any individual tastes, teachers would gain a variety of not only pleasing but instructive essays. We think children must have some idea of grammar before they can compose. Tolstoi does not think so, for he calls the study of grammar "a mental treadmill."

If "Young America" were allowed to go to school and to do just as these little Russians do, with no restraint, no punishment, and no regular time in each day for reciting certain lessons, he would stay away after the first day, and develop into a savage. America has no Tolstoi, and from personal knowledge of a few American children, I should decide his plan, as being impracticable for America

N. I. de la ROZA.

LITERARY.

RUDYARD KIPLING.

"The man who came from no-where," as Kipling has been called, was born in India a little more than twenty-five years ago. He was sent to England to be educated, but returned to India at the age of sixteen. Here his real studies began. He has conquered the languages of the Hindoo, has fathomed the mysteries of native life, and has investigated the Anglo-Indian social, official, and military systems.

Kipling has been compared with Rider

Haggard. It is true they were fortunate in the selecting of a new their labors, but there the ends. Far more just is the comparison with Bret Harte. It is impossible to read the Departmental Ditties being reminded of Bret Harte's California life. Their stories, somewhat similar, though Kipling has a much better moral tone than Harte's.

Why have Kipling's works become so popular? Surely we can find an answer if we examine the works themselves. We are all curious to know how habits and English rules can be imposed upon three hundred million Hindus who are interested to find what kind of life they have undertaken the Angli India; and what the life of the country really is. Kipling has told us and more.

Those in the employ of the government who value their positions are not likely to make their "seniors squirm" by being so social and official short. Not being in government employment Kipling has felt entirely unrestrained in this matter.

He is a master of vivid description and brings before us, as few authors do, the real surroundings of his characters. Many quotations might be given to illustrate this, but an extract from his description of the dust-storm in "The Dawn" will suffice. "I had felt the air was growing hotter and hotter and nobody seemed to notice it until the moon went out and a burning light began lashing the orange trees and the sound like the noise of the sea. We knew where we were, the dust was on us and everything was in a whirling darkness."

In the delineation of character Kipling shows remarkable power.

probably this, more than anything; or even everything else, that has made his works so popular. The people in his stories are real. It seems as if we had known and sympathized with them. Then, too, he has made a happy selection of characters. In real life, we seldom meet either saints or demons. It is in the man of every day life, who may have many faults, or even vices, but is not altogether bad, that we feel most interest; and this is the man that Kipling describes.

The frequent relapses into Hindoostanee, occasionally prove fatal to our interest in his story. In *The Gadsbys*, the author works us up to the highest pitch of expectation, and then has the ayah (lady's maid) exclaim, "*Pusseena ayyo!*" This means that her mistress is coming back to life, but there is nothing in the text to show it. The constant use of these foreign words and expressions, though it may flatter our vanity by seeming to give us credit for knowledge to which we have not the least claim, is certainly a weak point in Kipling's writings.

"*The Plain Tales from the Hills*" is a collection of short stories, in which various phases of native as well as Anglo-Indian life are portrayed. "*Thrown Away*" shows how poor a chance the boy brought up under the "sheltered life system" has in India. "*Beyond the Pale*" gives us a rather amazing glimpse into Oriental life, and "*The Taking of Lungtungpen*" and "*The Rout of the White Hussars*" are amusing stories of military life. "*The House of Suddhoo*" is a horrible story of vulgar magic, while "*The Gate of a Hundred Sorrows*," the confessions of an opium smoker, "defeats De Quincey on his own ground."

Among the English, "*Soldiers Three*" is the most popular of Kipling's works.

Englishmen are used to thinking of the private soldier simply as one of the many parts of a great machine. In this book, Mulvaney and his companions appear as separate human beings. The jolly, careless Irishman, who delights his comrades with amusing stories of his past life, reminding them frequently "I was a cor-pril waunst," seems to have the author's full sympathy, and is, perhaps, his best character.

The stories "*In Black and White*" are all romances of native life, of which the best are "*On the City Wall*" and "*Dray Wara You Dee*." In the latter there are many striking passages. The jealous husband thus describes his pursuit of Daond Shah, his wife's lover. "In these hours, brother and friend of my heart's heart, the moon and the stars were as blood above me, and my mouth was the taste of dry earth. Also, I broke no bread, and my drink was the rain of the Valley of Ghoe upon my face."

"*We Willie Winkie*" and "*Baa, Baa, Black Sheep*" are charming stories of child-life. The author seems to understand the nature of a child as well as that of a soldier; and little Black Sheep is as real to the reader as Mulvaney or Ortheris.

Though Kipling possesses the rare art of telling a short story, he can tell a long one quite as successfully. In "*The Light that Failed*," Dick and Maisie enlist our interest when, as children, they go out target shooting; and they carry it with them to the end of the story. In Maisie, we have a character almost unknown to the world of the novelist, a woman struggling for recognition as a leader in her art.

It is wonderful that so young a man should have produced so many and such original works. His resources seem inexhaustible. It is predicted that his

stories will effect a reform in the Anglo-Indian system; and he has already been styled the "Dickens of India."

ANNA McLANAHAN.

THE VALUE OF UNDERSTANDING MODERN LANGUAGES.

By "an understanding of modern languages" is meant the ability to converse, read, and write in those languages. As most of the European tongues are of Latin origin, the study of Latin should be the basis for the study of those languages. Then, and then only, is there real enjoyment in learning every new word and considering its formation; in noting the construction of the sentences and in unraveling the thought. Languages not of the Latin origin demand greater effort on our part, and consequently we feel greater delight in mastering them.

Is learning a language a culture in itself? Surely it is; we can see how it would lead to a fine discrimination of words, how our memory would be strengthened, and how our judgment would be exercised.

Every one is desirous of learning one foreign language. The bright young butterfly of society, as she sinks into her easy chair after a reception, sighs and says, "Oh! I wish I could speak just a little French or German." Perhaps she is one of those whose tastes are not musical; then, how much more welcome would be a knowledge of foreign tongues.

From another quarter comes a similar cry. This time it is, "If I only could speak this language or that, my salary would be raised so and so much." This is not only true of the less responsible positions in business life, but also in large establishments and in the higher callings.

The person of literary taste and knowledge of other tongues derives much pleasure. Some of our greatest authors, as Goethe, Schiller and Victor Hugo, can not be translated without loss of purity of style, fluency, sweetness of expression and hence—force of argument. To know these authors; to know them in the original.

What nationalities are represented in the United States? Perhaps you are hearing this speech-worm question, nevertheless, is it not one of vital importance? Here gather, in great numbers, the English, the Germans, the French, the Irish, the Scandinavians, the Chinese and Japanese, in short, people from all parts of the globe. Leaving aside the fact that we have to deal with these people in our daily business life, let us consider the subject in the light of human sympathy. Consider—we are all of kin. Let us show our appreciation of each other. True, the pleasant smile and the firm shake of the hand are very effective, but instances might be cited in which the spoken volumes. But, after all, does the German like better a friend who can sit and converse with him in German? a friend, who has a knowledge of the language and shows sympathy (slight though it be) for the people who speak that language?

Each language has its peculiarities in which it excels all other languages. Italian and Spanish are sweet musical sounds, while French and German are chosen. The Italian is graceful; the French is the language of a polite society, etc.

The knowledge of Chinese and Japanese is doing much toward the spread of Christianity. Hence, we see that the knowledge of these languages, and the mental and moral benefits, may be derived from an understanding of modern

ALL SORTS.

Why not call lady teachers "pedagogles?"

What makes Fred look so "Blank" when you ask him with whom he sits?

Pen-knives are not in fashion since the Middle classes carry jack-knives for Manual Training.

Mr. E. evidently thinks there is nothing in the subject of divorce. Just wait till he gets a mother-in-law!

New Junior to Librarian—"Do you know where I can find that 'Ill something,' by Mr. Homer."

Teacher—"What is the principal product of Southern California?"

Pupil—"Cheese."

Question—"Where is Grace going when she finishes school?"

Ans.—"To Ogden."

Normal boy's proof of Solomon's wisdom:—"Was wise enough to know there was not enough love in one wife, so he had 700 wives."

Miss G.—"You may be prepared to tell jokes in class to-morrow."

New Junior—"Do you mean real or original jokes?"

Miss W.—member of the Agendia, fully showed her business qualities in a three minutes speech that she delivered at the society last week.

The worthy president of the Agendia evidently had for the point of her speech on watch factories, a material being who hangs out his sign on South First street.

Wonder if Fred bought his "plug" hat at the fire several weeks ago.

Why don't the other Normal boys invest also? It adds to their appearance so much, especially, when one takes them for "cab-men."

As we were all assembled in front of the Normal steps waiting for the "rest of the girls," two of them came up, and seeing a tall and very dignified-looking silk hat on the head of rather a short man, asked eagerly of their companions, "Who is the doctor? When lo and behold!—it was only a Normal boy, and a Middler at that!

Since psychology has become the fashion there are "Mo(o)re" "Nill(s)" to be seen on South Tenth street.

Have you seen Miss G. and Prof. S. run a race? Don't miss it. They do it so gracefully.

What new course has been put in the Junior year that they need to carry "bottles?" We never did.

The fair damsel who "looks forward with recollections" is quite a curio. One would naturally think that she lived in the time of Elizabeth.

Some of the Normal boys have been trained in "milking cows" and, for future information in this line, inquire of Mr. B. who boards on Tenth and San Salvador.

Apparently from the answers given by some of the Middle A's, they have not been star gazing lately. We received a gentle hint that they preferred the sun (son.)

How excited William got when Miss G. offered to pay his fare; he ran all over the car, not mentioning our feet, in search of the conductor, and when he returned he found his place, by Miss G. occupied by a better looking man.

A brilliant Junior contemplates starting a Zoology Bureau. Specimens may be obtained at rates to be determined hereafter. Probably horned toads will be held at forty cents and chip-munks at sixty, while grasshoppers, wasps, etc., may be ordered by the dozen.

Senior in model lesson illustrating that the last word in a climax should be emphasized the most.

Teacher—"Now, why should embrace be emphasized most?"

Pupil—"Because it is the last thing we do."

She evidently judges others by herself, for her cheek didn't "blanch."

A student in Middle B2

Complained, that she never could do

The work of construction,

And by her deduction,

Geometry can not be true.

If it happens to any of you,

That the work is confusing and new,

Just blame the protractor

If that were exacter,

The problem would work itself all through

If we can take the word of a Junior A pupil, vessels sailed on land in Pizarro's time.

Whom does that Junior A young man claim to be his "Elaine?"

Mr. Fletcher seems to be taking a great interest in the "ballet."

The young men ne'er Mo(o)re drill in calisthenics, especially in the thumb line.

One of the teachers of Shakesperean reading gently informed her class that Shakespeare was a great punster, even greater than Prof K.

Mr. H. delights in lectures as it gives him ample opportunity to farm "er" to attend to his other outside work.

Mr. R. to pupil in Physics—"What does this piece of iron look like?"

Pupil—"U."

Why are the pupils in the physical culture class partial to Prof. K—? Because he scolds Miss G— for them.

A Middle B girl possesses a great geometrician (secret). She protects the complexion of her observations (?) by using a parasol.

A Junior B young lady was heard to ask the question, "When is Miss Bennett going to recite Shakespeare's Elaine?"

No wonder some of the Normalites arrived at Palo Alto at a late hour. They had borrowed Sell's "Giraffe" to conduct them thither.

One of the lunch parties of Palo Alto partook of "squeezer rooster" with a great deal of ehjoyment and merriment.

Teacher—"Name some of the most important things existing to-day which were unknown one hundred years ago, Tommy."

Tommy—"You and me."

"He who laughs last laughs best," quoth the Hollander and his partner as they wrathfully (Chew) ed their tongues when Baker's best horse was passed by the other plug.

Any question in Geometry will be promptly, if not satisfactorily, answered by a member of the fifth hour class. Her word is law—at least you would think so.

One of the Senior B2 young men claims that increased size of his mouth is due to the makes so many long speeches in Well, they say where is a way.

Did any one ever describe the Hudson without using the words, "the river bears his name?"

Which has the attraction for that young lady, the tall young man or the cycle?

We see by Mr. Fletcher's chirograph he does not practice his motto—"Every and every letter try to make a little better."

Advice to students: Never close a valve in the Laboratory without permission. Wish to know why ask a Middle A2 girl tried it.

The following definition of the word bachelor was handed in by a fifth grade boy bachelor is a man who has no wife, nor no wife, nor can't get no wife."

Some of the Middlers have already decided where they will go when they graduate. young lady of the Middle B2 class is thinking of going to "Carson."

Teacher—Tell me something about Sister Scott.

Bright pupil—Scott strove for the historic and antiquarian style, and is still striving.

What do you think is becoming of us, it is necessary for Prof. K. to ask one most dignified Middlers if she felt we Morals and Manners? She said she did not.

Teacher—"What part of speech is 'but'?" Small boy—"But is a conjunction."

Teacher—"Correct. Now give me an example of its use."

Small boy—"See the goat butt the tree." But connects the goat and the boy."

If you would learn the latest Art of seeming "the repose," Just study a few photos Of the Senior girl, who knows.

There is no time for gossip,
Or any so-called fun;
You now must surely study
Or—get your hat and run.

Not even a Normal whisper
Must be heard within these halls
And the incline of the head
Must be short or not at all.

CORSETS, KID GLOVES, HOSIERY, BRUSHES,
RIBBONS, LACES, PERFUMES,
JEWELRY,
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To the readers of "THE TEACHER":

We hereby guarantee to sell you goods in our line at lower average prices than any other house in California. Last year we sold over 160 dozen curling irons, and over 300 dozen combs. These quantities mean something. Send for illustrated catalogue or permit us to show you our bargains.

Very respectfully,

CORNELL & ORVIS.

ALUMNI.

Bessie G. Haslam, June '90, teaches at Gilroy.

C. F. Bondshu, May '87, is teaching in Starkey, San Luis Obispo Co.

Anna Nichols, June '90, has taught in Shasta Co. since she graduated.

Georgia Thatcher, June '89, teaches the Parvay school, San Diego Co.

Bessie M. Rouse, June '91, has a school in the Mansfield district, Monterey Co.

Bertha Feibush, June '90, is instructing pupils in the Gazelle School, Siskiyou Co.

Miss Leoline C. Ladd, June '89, has taught the San Ardo school since February 2, '91.

Margaret B. Morrison, Jan. '90, is again teaching in the Oak Knoll District, Napa Co.

G. P. Hatch, June '90, has been elected as teacher in Happy Canon district, Fresno Co.

Mabel C. Pearce, June '91, is teaching the Aromas School, near San Juan, San Benito county.

Virginia G. Dixon, June '90, is teaching in the Primary Department of the Warm Springs School.

Teresa Goodman, June '90, is teaching the Estralda school, Polar Star district, San Luis Obispo Co.

Carrie H. Bradley, Jan. '90, has been appointed primary teacher in the Fruitvale school, East Oakland.

Matilda Ryan, Jan. '91, is teaching in Bridgeport district, Amador Co. She has already taught the school one term.

Lizzie A. West, Jan. '90, has a position in the Intermediate Department of the school in Glendora, Los Angeles county.

Kate R. Smith, June '90, is teaching in the Wilson District, Santa Clara Co. She has taught seven months and a half.

Wm. W. Loche, May '85, is now preparing himself for Civil and Sanitary Engineering at the Massachusetts School of Technology.

Miss Serena Davis, June '90, has enjoyed nine months teaching at Loomis, Placer Co. She returned in September to teach another

Miss Isbister, June '87, is teaching at Creek, Glenn Co.

Miss Grace M. Bickford, June '87, is at Willows. She is regarded as a very full teacher.

Agnes G. Erb, June '90, is teaching of the seventh year in the Napa City. Mrs. Brower, *nee* Harris, '86, has a room also.

Addie E. Howard, Jan. '90, has taught months in Los Berros, San Luis Obispo but will not teach this winter on account of poor health.

Fannie S. Cooper, Jan. '90, is now teaching the sixth and seventh grades of a school in Vacaville. Last year she was successful work in Ventura Co.

Mittie W. Myers, June '91, has secured Principalship of the Sierraville Graded School in Sierra Valley, Sierra county. The term commenced September 1st.

Ida E. Carter, June '90, has completed spring term of teaching, and has now started the fall term in Count's district, Merced Co. Her work is very successful there.

May E. Mansfield, Dec. '86, has taught thirty-nine months; three months at Javille, seven at Shaws Flat and the remainder at Columbia, Tolumne Co., where she is

Rebecca Fox, June '90, commenced work July 27, in the Intermediate Department school in the Mayfield district, Mayfield. All of the four teachers there are Normal graduates.

Miss Anna Dunlap, Jan. '91, is teaching in the Oak Hill district, Eldorado county. She spent part of her summer vacation reading some of the valuable works of the State University.

Miss Kate Johnson, May '83, has begun 4th year at Willows, Glenn Co., making eighth year in the vicinity. The star stripes float proudly from her school. She is a member of Glenn County Board of Education.

With pleasure we note that C. L. Edgerton, May '88, has assumed the responsibility better half. He was married recently to Grace F. Fountain of Requa, Del Norte. Mr. Edgerton has taught in Del Norte Co. since graduating and is now President of the County Board of Education.

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devoted to the Educational Interests of the Coast.

ORGAN of the ALUMNI ASSOCIATION of the STATE NORMAL SCHOOL.

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month has flown and we present our second number, confident that it will meet the expectations of our friends and trusting that it will add to our rapidly increasing subscription list. A list that should contain the name of every Normal graduate who has a love for his *Alma Mater* and a desire to assist a laudable enterprise.

We desire to take this opportunity to thank our friends for their many expressions of good-will and testimonials of esteem. It is very encouraging to us to find that you are hand-in-hand with us and we feel that we can depend upon your assistance in enlarging our usefulness until our magazine becomes a part of every sense of the phrase the PACIFIC COAST TEACHER.

We solicit contributions from our friends and from teachers in general—upon some phase or issue of educational interest, reports of Institutes, experiments or devices, in a word anything having a bearing upon education. We trust that you will avail yourself of this opportunity; it will assist us greatly and your contribution will be of benefit to you also. We wish you to realize that we are

located at the educational center of the state; that our correspondence extends from San Diego to Tacoma; and that we, the TEACHER, and all our opportunities are at your service; that we are willing to answer all questions and give all information possible.

The more you use us, the better we shall like it and you will find us at all times ready to carefully consider your suggestions and advice.

We trust that most of our readers have read the article by Supt. J. M. Greenwood of Kansas City, Mo., which appeared in an Eastern journal and also in the *Pacific Educational Journal*. In this article, Supt. Greenwood finds fault with those Courses of Study that prescribe for beginners "all combinations up to 10" for the first term's work.

He writes a very strong article indeed, and substantiates his statements by giving the result of an interview with a boy six and a half years old, who had never received any instruction in mathematics either at home or at school. Mr. Greenwood claims that by following a course of study as above, we do not accord the child the "intelligence of an educated pig."

He derides the idea that it is necessary to take a term to teach a child the combinations up to ten, and says, that by observing such a course of study, we stultify the child, destroy his enthusiasm and make school a bugbear.

We do not desire at this time to speak of the correctness or incorrectness of Mr. Greenwood's views. We will say, however, in this connection, that we believe the majority of California's teachers are sensible enough to advance their pupils as rapidly as circumstance will permit and as is consistent with true progress, regardless of the flimsy barriers of

a course of study. They are more likely to have the more serious fault of pushing ahead too rapidly than keeping back.

Our main object is to call your attention again to the boy upon whom Mr. Greenwood experimented. This boy occupies a most important position, for upon him and his capabilities depend the value of the article.

The mathematical knowledge of this boy is made the proof of the statements and the foundation of the writer's logic. This Missouri lad was six and a half years of age, and had never been taught either at home or at school. Yet, according to Sup't. Greenwood, he could write numbers up to 100; could add, subtract, multiply and divide up to 50; could read the dates on sundry coins; knew that $\frac{1}{2}$ of 9 is $4\frac{1}{2}$; that in one mile and a half there were six quarter miles; could estimate the height of a rat in inches, etc.

Now, if the above lad is an average boy—and Mr. Greenwood intimates that he is—we do not blame him for being incensed at the prevailing courses of study. We agree with him in everything he has said, and we are forced to give the Missouri boy the palm of superiority over his California brother.

Our experience—a limited one perhaps—has taught us to be content if the six year old California beginner, untaught at home or elsewhere, is able to count his toes, knows that 2 and 2 are 4 and can spell c-a-t.

Our experience may have been unfortunate; we may not do the California boy justice; if so, we hope some one will set us aright. We are unable to account for the vast difference existing between the mathematical abilities of these two specimens of Young America, and until we receive more definite information are forced to lay it to the climate.

Mr. Greenwood had tried hard to

find a boy belonging to that unfortunates called "dunderpats." When asked *him* questions, the articles have been of vastly more benefit to California teachers.

The attention of Normal graduates called to the announcement in the Sec. Squier. This is a move in the right direction and it is hoped that graduates will co-operate with the agency in giving the Secretary notice of any that may come to their knowledge thereby enlarging the field of the agency and perhaps greatly benefiting fellow-graduate. To secure the membership of the agency, the teacher must be a member of the Alumni Association. Any graduate can join the same by paying his name and a fee of one dollar to the Secretary, H. G. Squier.

No State makes more liberal provision for the formation and maintenance of public school libraries, especially in the smaller districts, than does California. An annual appropriation of one or fifty dollars is amply sufficient for these days of good and cheap books to place the humblest district school in possession of a good library within a few years. The library fund, although subject to much misuse through carelessness, but more often, lack of wisdom, accomplishes much more good than an equal small sum expended by our Teachers and trustees everywhere, by giving more thought to the important factor in our public schools. It certainly increases its usefulness tenfold.

Herbert Spencer has said that in selecting studies for an education, the useful should be preferred to the ornamental. In selecting books for a library the same rule should apply. The best rule

are to be purchased first. Websters unabridged, or its equivalent, is "a library in itself." Almost indispensable are maps and (purchasable with the library) cyclopædia, etc. In selecting a cyclopædia much more care should be taken than in the selection of almost any other kind of books. A school cyclopædia is a necessity of our age. All this class of books now extant are too esoteric for the average mind. The simplest, not the most ornate, should be purchased.

A great fault in the average school library is, the number of books for the juvenile element is too often slighted, because of the teacher's ignorance of the needs of the pupil, and frequently of an inordinate veneration for large and profound tomes. The principal bought Bancroft's History of the Pacific States, Mexico, Central America, etc., and expended about \$130 on the Encyclopædia Britannica, chartered a steamer to import them into his school and probably presented his son with a copy of "The Code Napoleon," or "The Analogy," in lieu of a rattle.

There is no obligation—humanitarian—to place in the school library a copy of Dickens', Thackeray's, George Scott's or Carlyle's works. A copy of each in most cases—representative of each is all that is necessary. A proper classification of the books in the library aids much in lessening the burden of the teacher. There is only one method and that is to arrange the books according to their nature; history, biography, fiction, etc. Classifications alphabetically, according to color, or as unscientific as putting beans in a jar, or white doves with polar bears. The librarian should know how many

books were in the library at the beginning of the term; he should keep a list of the new books added; have a regular day, or days, for opening the library; and keep a faithful record of books taken out. Above all he should exercise supervision over the reading done by the pupils, and do his utmost to interest all in good, wholesome, and useful literature. If a child leaves school with a taste for good books, he is "as a tree planted by the rivers of waters," and it is very probable, that "whatsoever he doeth will prosper." Without such a love his education is very imperfect and will give him but scant satisfaction.

PHOTOGRAPHS.

Believing that many teachers desire, and would purchase if convenient, photos of the Normal, Lick Observatory, Stanford University and other places of interest, we have made arrangements by which we can mail post paid and securely packed, first class 8x10 photographs of the above places, also of many other places of note in the State, at fifty cents each, three for \$1.25. If you want a photograph of any thing let us know, and we will get it for you if possible. If you are not satisfied with the photos burn them up and we will return your money. Address P. C. T. Box 81, San Jose.

OFFICIAL.

To School Superintendents, Trustees, and Members of the San Jose State Normal School Alumni Association.

At a recent meeting of the Alumni Association of San Jose State Normal School, it was decided to organize a Teacher's Agency in connection with the Alumni Association for the purpose of furthering the interests of its members and also securing to our schools good,

experienced teachers.

Any board of trustees desiring to secure the services of a good teacher may do so by writing to the undersigned, stating length of term, salary, etc.

Any member of the Alumni Association securing a position through the agency of the association will be charged three dollars. The same to be paid on taking charge of the school, to defray cost of advertising, telegraphing, etc. Any surplus left will be placed to the credit of the Alumni Association. No charge for registration, send in your names, name of class, number of years experience, etc.

Address all communications to H. G. Squier, Prin. Reed St. School, San Jose, Cal., or C. W. Childs, Prin. State Normal School, San Jose, Cal.

TEACHERS PENSION ASSOCIATION.

Some time near the close of the last Legislature, a bill was introduced, having for its object the granting of Pensions to the teachers of the Public Schools of this state, after a definite number of years service. It was reported upon favorably by the Educational Committees of both the Senate and Assembly. Its late introduction, the rush of business attendant upon the close of the session, and the death of our U. S. Senator, caused so many unlooked for contingencies to arise, that it was thought wiser not to push the Bill but wait until the next Legislature, by which time the question of the justice of granting teachers a pension will have been disseminated throughout the state; and the advantages therefrom will have been before the public.

Should teachers organize? Should the organization of teachers? If not, find a better time than

the present, and where a better than in advancing the cause of a pension for teachers? The first step in the direction has been taken by the teachers of San Francisco in the organization of the Teachers' Pension Association.

To create a sentiment in favor of a pension for teachers; to encourage discussion regarding it; to enlist the sympathy and assistance of parents, guardians and friends of children in behalf of the pension, and to secure, in 1893, the passage of a Teachers' Pension Bill are the objects of a Teachers' Pension Association. An active body of the Association consists of a General Board, composed of a delegate from each school. This General Board is divided into first, an Executive Committee, to take charge of the general work; second, a Corresponding Committee, to enter into communication with those interested in the cause; an Information Committee, to aid the Corresponding Committee, and a Finance Committee.

The dues, which are fixed at the nominal sum of ten cents per month, are to pay necessary expenses.

If the teachers of our State are united to help the teacher and the cause of education, then let them organize an association.

Secretary
MRS. MARY P.

In our November number, we proposed to have a discussion of the question "Should Teachers be Pensioned?" This discussion is to be composed of the various opinions of teachers and others interested in the question. Several teachers have already sent us their opinions and we take this opportunity to cordially invite all teachers or others interested in such a discussion, to send their views upon this subject. We believe every wide-awake teacher should have an opinion pro or con and the

opportunity to express it. Write
and to the point. Manuscript
be in by the 12th of November.

DAY-DREAMS.

A. BRONSON.

Her sat at his silent desk
weary, throbbing brow,
frets of the children dismissed for the
out in the yard below.

He room, the mellow rays
setting sun slants warm,
is on the floor in a golden blaze
window's regular form.

Is there but the drowsy hum
as it blunders around,
a panic among the notes
in the sunbeams drifting down.

Is heard the lark's sweet call,
aggie's chatter shrill;
flow-hammer upon the roof
a loud tattoo with his bill.

Light creeps along the floor
stealthy, insidious pace,
the shadows of many unuttered thoughts
over the master's face.

around at the ink-stained desks,
maps in motley array,
the background of rough, unpainted
boards,
in the window far away.

away in the hazy blue
the mountains dim;
do not bound his vision to-day;—
far beyond their rim,

at dwelling among the trees,
flowers and vines 'round the door,
in summer wanders a soft, warm breeze,
the brown bees gather their store.

in her low easy rocking chair,
mother sits knitting away,
thoughts roaming back o'er her far-distant
youth,
he dreams through the bright summer
day.

There are lines that care has graved on her
brow,
And her sight is growing dim;
But the lines grow less as she hears his step,
And her eyes smile a welcome to him.

The aged sire, in his easy chair,
Is reading the news of the week,—
The frost of time shines white in his hair,
And labor has furrowed his cheek.

From another room comes a murmur low
Of voices in happy mood;
He knows there are sisters and nieces there,
And he smiles, and thinks "It is good."

Though the house is not grand, it is large
enough
For all that he holds most dear,
To shield from this cruel world and rough,
In a loving atmosphere.

He sees it all in this sweet day-dream,
And his heart with happiness sings;
Here the holy angel of peace abides,—
He can feel the breath of his wings.

But the sunlight along the floor steals on
With its stealthy, insidious pace;
It numbers the moments, one by one,
Till it reaches the dreamer's face.

At the touch, the beautiful vision is gone,
He is back in the school-room again,
And instead of the peaceful, loving home,
At his heart is a numbing pain.

The loved ones seen in that waking dream
Are scattered far and wide;
A mother's smile shall greet him no more,—
She has crossed over Death's dark tide.

And he thinks of the sorrowful, homeless days
In the future so dreary and dead,
As he wearily takes up life's heavy load
And toils for his daily bread.

When Herschel studied astronomy only
four double stars were known. Now,
owing to the efforts of later astronomers,
notably Prof. Barnard of Lick Observa-
tory, 7000 are distinguishable.

The busy world shoves angrily aside
The man who stands with arms akimbo
Until occasion tells him what to do;
And he who waits to have his task marked out
Shall die and leave his errand unfulfilled.

JAMES RUSSELL LOWELL.

METAMORPHOSES IN EDUCATION.

PROF. A. E. DOLBEAR, in *Popular Science Monthly* for October, presents a remarkably strong and lucid survey of the many changes forced upon educational institutions, through the scientific researches and discoveries of such men as Newton, Laplace and Copernicus in astronomy; Lyell in geology; Faraday and Tyndall in physics; Joseph Le Conte, Rev. Dr. Martineau, W. Kingdon Clifford and Andrew G. White in historic theology; Darwin and Huxley in natural history; and Spencer in psychology and sociology.

In the conclusion, Prof. Dolbear sets forth the essentials of true education as follows:

Every man ought to know what kind of a universe he is in, what his relations to it are, what and where invariable conditions are imposed, what in the nature of things is possible and what impossible, within what limits all his achievements must be, and hence what ideals he may consistently cherish that his work may not be in vain. It hardly needs to be said that neither literature nor art nor history nor theology can acquaint a man with these. Only science can do it—science not as a mass of facts, but as a body of relations. If there be anything that the ordinary man is markedly deficient in, and which the best schooling has not added to his mental equipment, it is his failure to see the *necessities* of relation. Exercises in logic and the study of mathematics have been supposed to qualify a man to be logical, but if by this is meant that for every effect to be explained an adequate cause must be assigned, then most men are unequal to the occasion. What should be thought of the man who believes that the character of the weather for the next month is determined by the position of the horns of the new moon, or of the supporters of the pretensions of Dr. Gary and of Keely—some of them are not only college-bred but have reputations for business sagacity quite out of proportion to their knowledge of possibilities. Now,

the study of mathematics as it is conducted to-day fails to develop a very strong sense of the necessities of mathematical relations, for the reason that most of it is symbolic and the symbols are not translated into experience. On the other hand, geometry is well calculated to induce in one an unshakable belief in such necessities; but this subject is neglected, while algebra and other symbolic processes engross the time and attention to the detriment of the student who goes no further than his prescribed studies. I know of a college president who a few years ago denied the validity of simple arithmetic processes when the numbers rose to millions! Now, most men have beaten into them in their business lives these necessary relations about which I am speaking, so far as their own business is concerned, and there is no trusting to superstitious factors, for superstition is but a belief in an inadequate cause; outside of their business their judgments are untrustworthy. But physics and chemistry, when pursued in the laboratory, present in a tolerably simple form relationships in an invariable and quantitative way, and the student learns by experience that, where certain conditions are, a certain result will follow with rigorous exactitude. Familiarity with facts of this class leaves him with the consciousness that among physical and chemical phenomena, wherever they occur, there is always a quantitative as well as a qualitative relation, so that, given the antecedent, he can determine the consequent, and *vice versa*. Now the point to this is that it is of application wherever such phenomena occur, that for the past and the future they *must* hold good for the same reason that the multiplication table must hold good. If, however, the student goes not beyond these sciences, he has not learned half his proper lesson

In physics the phenomena are relatively simple. In such sciences as those called natural history the complexity of phenomena becomes very great. Exactitude is not possible to the degree it is in the former studies, and judgments must be formed on different grounds from those. Here there are estimates and probabilities to be considered, and a degree of caution in forming a judgment, not called for in the simpler sciences. There are principles he has got from these physical sciences which he must carry into the more complex studies, viz., that complexity does not impair the certainty that the laws of matter hold true wherever matter is. He is prepared in a good measure to say what can not happen, but not so well prepared to say what may happen. These sciences then act as a check upon hasty deductions; but both of them enforce the idea of continuity, an idea which is very vague in most minds, and is the source of no end of confusion among so-called philosophers.

Again, the science of life contributes to a proper discipline in still other ways. Here one meets with phenomena in which effects are not to be measured by the amount of the acting agent. Consider Koch's consumption-cure: the thousandth of a grain injected into the circulation not only presently brings about great physiological disturbance, but actually locates itself and does its work in diseased tissue in a distant part of the body, yet affects nothing if the body be healthy! Here is a contingent result which is a characteristic of organic phenomena. So to continuity and complexity there is needed a knowledge of contingency in phenomena. By themselves biology and geology, and indeed all the complex sciences, tend to render vague the idea of necessary relations; but when to a knowledge of them is added a

knowledge of physics and chemistry, a judgment formed upon an involved question will certainly have much greater weight. Lastly, there is the necessity for a knowledge of psychology. A true understanding of the acts of individuals or communities can not be had without the knowledge of the laws of mind. Every question of a sociologic nature presupposes this as the condition for intelligent action, and it is for the lack of this preparation that all the mistakes in legislation, in schemes for education, for charity, as well as those that men have made in interpreting history, are due.

An adequate knowledge of psychology can not be had without a knowledge of the brain, its functions and relations, and this implies a knowledge of biology, and biology has its foundations in chemistry and physics. I do not think there is any one whose opinion one would care for who disputes these relations, but the necessities of them there are many who do not see; they are those whose ideas of physical relations are misty and unsound.

These are the essential things that every man ought to know whatever else he may know, for they have to do with the every-day life of every man. With them he is best prepared to act wisely in every calling of life, and without them right acting is a haphazard affair, as one is likely as not to be at war with the nature of things, even when his intentions are irreproachable. The stars in their courses fought against Sisera, but Nature never begins a contention. When one is initiated, she never asks for the character of the litigant. No distinction is made between ignorance and intention, piety and depravity, and no contention is ever settled by compromise, it is always an unconditional surrender. These are therefore the things that a college should teach, whatever else it

THE PACIFIC COAST TEACHER.

offer. But these are not to be learned from books. They must be gotten first hand to be useful. It may be said that these things are not to be learned so much for the facts presented for the relations implied, though the relation is as much a fact as any abstraction of it can be. The law of gravitation is as much a fact as water running down hill is, and the continuity of phenomena is of vastly more importance to the race to know than all the intellectual efforts of the race before the time of Newton. If once accepted it dominates everywhere.

This is the condition of things that confronts us. The past has already been taken from, whether all are conscious of it or not. Its great ones are no longer teachers and leaders in knowledge. A new point of view of human affairs is not only changed, but there is demanded a change in the ideals of the race. Science has given us a new heaven and a new earth. The education of the past has proved not only inadequate, but wholly incompetent to train a mind so that it can assimilate or appreciate genuine knowledge. The names of those who have built up this new body, with few exceptions, can not be found on the registers of the great schools. Does it not appear the disadvantage of the great schools is that the discoveries which have so revolutionized men's ways of thinking and doing were nearly all made by men who

truth in any field have always been due to those educated in those schools which shows that they were not so competent judges, but that they had no criterion of truth, and therefore did not recognize it when it was plainly set before them. The end of this is at hand. The old will be transformed. Metamorphosis is easier than creation. The chrysalis has already entered the chrysalis stage and the process of transition may be heard by the attentive ear. The Christians know that something serious happened, but they try to console themselves with the hope that the same grub will appear with all its essential features unchanged, while the object of processes knows that when it emerges its former friends will not identify it. It will be not only different in form but will be adapted to life in another sphere and to be nourished with a different kind of food, and as soon as the sunlit air dries out its wings it will surely rise from the ground of its former protection unless they shall provide flowers instead of place of leaves.

HUMBOLDT COUNTY INSTITUTE

One hundred and twenty-five of Humboldt County's one hundred and thirty-two teachers met in institute at Eureka, Sept. 28th, for a four days' session.

Prof. George R. Kleeberger, of the San Jose State Normal School, conducted the proceedings of the institute, and

rily may seem disagreeable, will become sources of pleasure and pride if once inspired by the determination to do them.—To develop enthusiasm it may at first be necessary to assume the quality. Hamlet cannot be well rendered except in Hamlet's garments.—Teachers cannot afford to do inferior work or even to be classed as mediocre, for competition is growing greater, and the teacher that stands still is bound to drop out.—That education is incomplete which does not give the pupil a desire for culture.—Every school that does not include science, music, and drawing is incomplete. Algebra and technical grammar should be left to the high school, but the common school include geometry. Elementary instruction in *all* the sciences should be given in our public schools.—We must adapt our teaching to the duller minds rather than to the brightest.—Teachers teach all the better when they are learning themselves.

We have had too much tiresome and useless work in arithmetic. Too much of the written drill work stupefies rather than electrifies. Mental exercise brightens while so much stilted formula leads to plodding and stupefaction. Secure original statement. We need thought work, but bright original thoughts are best. Repetition of set forms is unwise.

All the essentials of the subject of geology are within the scope of geography properly taught. Let not the geography question be "where" alone, but "why," "how did it occur," and "what will be the effect."

All improvements are in the direction of accomplishing results by mind force instead of muscle force. Strength is not always power. Character is better than muscle as a managing force.

Ideas come first, expression and ar-

rangement next, and technical correctness last.

During the session a number of strong and valuable papers were read and discussed. Of the resolutions passed by the Institute, the following are of general interest:

Resolved, That the State Board of Education of California be requested to leave out the answers to questions in the advanced arithmetic hereafter, as furnishing answers robs the pupil of his self reliance.

Resolved, That we view with displeasure the acts of some Boards of Trustees in discriminating against married female teachers, and denounce the measure as unjust.

A HANDSOME COMPLIMENT.—The article given below appeared in the *Humboldt Times* of Oct. 1, as an editorial. It has the appearance of having been written by a person not only cordial in heart, but appreciative in mind.

"Professor Kleeberger's description of the Laurentian glacial action and the resultant land writings along the line of the great lakes, at the Institute last evening, was the most entertaining, the most inspiring, and withal the simplest and clearest presentation of the facts of natural science that we ever listened to. It is not exaggeration of the actual condition to say that every listener was so enchanted that not a syllable was lost, and when the speaker ended all grieved that he did not continue. And to us, whose childhood was spent among the lakes and land markings which the speaker so clearly interpreted as the record of pre-Adamite history, it seemed not only that the whole region, with its beauties and glacial defacements, were in reality spread before us, but that the transformations, which it took geological ages to accomplish, were successfully re-enacted before our eyes. To us the whole discourse was the perfection of true eloquence. A simple yet grand presentation of facts related to one of the most sublime sciences considered by the mind of man."

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SHOULD TEACHERS BE PENSIONED?

Discussion by Prominent Coast Educators of the Merits and Demerits of an Interesting Question.

I.

BY PROF. ELISHA BROOKS.

Principal Cogswell Polytechnic School., S. F.

AS a measure of wise economy the state should pension its teachers.

By the nature of his calling the teacher is removed from the avenues of business where opportunities exist. This cannot be gainsaid. He has no facilities for studying the science of finance, or of learning where profitable investments may be made. Indeed if he attempt this he is usually warned to attend to his business lest his position be endangered. If he is a good teacher his life is spent amongst books and in association with children, studying the development of the human intellect. By his necessary ignorance and inexperience in matters of business, he becomes an easy prey to schemers and adventurers, so that the chances of his losing his scanty savings—very scanty savings at best—are very large. He is disqualified for business, and when his failing powers and increasing infirmities compel his withdrawal from the profession, which usually happens many years before his life ends, he must face an old age of penury and want, unless he has been so exceptionally fortunate, or perhaps pe-

nurious, as to have saved a competence. At the best, his savings can be but little, and when the bank breaks or his ventures fail, as they sometimes do, strange as it may seem, he is a helpless creature, and becomes a pensioner on his fellow teachers.

The best teacher is the one who gives no care to any provision for the future, but devotes all his thoughts and energies to his profession. The more thought he gives to money making, and the more successful he is in accumulating property, the more neglectful he is of his professional duties and the poorer teacher he becomes.

The state is interested in securing the best teachers possible, and so treating them as to secure the best work from them. If the state undertakes to make provision for their helpless old age, they can, and generally will, give all their energies to the cause of education; but if they must guard their own doors from the wolf while serving the state, that much of thought and devotion is lost to the cause of education.

Hence the pensioning of the few who will live to enjoy the bounty will secure the devotion of the many who will never come into the inheritance. Therefore,

— THE PACIFIC COAST TEACHER.

economical measure, it is wise to place teachers.

objection is sometimes made that it might as well pension household carriers. But it can be shown that they are in the service of the state, and that the existence of the government depends on the character of the service, and the nature of this service disqualifies them for providing for their declining years, and that a pension will insure their doing their work more faithfully. All this we claim for the teacher.

II.

By CHAS. H. ALLEN,

Formerly Principal of San Jose S. N. S.

Since the failure of Superintendent Welcker's scheme for securing a pension for teachers, after a certain number of years service, the question has ceased to attract public attention. This argues that it never took a very firm hold upon the public heart.

Like all such questions there is something to be said upon either side. Such a proposition should never emanate from, nor be pressed by the teachers themselves. As a teacher I can affirm without fear of contradiction, that we are, as a general thing, fairly well paid for our labor; that the work is not so severe as necessarily to impair health, or to unfit one for other duties. If we are reasonably thrifty, practicing the economy we should teach, we can, from year to year, lay by something for the "rainy day."

It is difficult to see upon what grounds we can claim that we should, after so many years of service be "retired on half pay."

However, should an appreciative public, moved by its own sense of justice or gratitude, see fit to provide for such an lament, I think we might, without wincing of self-respect, accept it.

But as a teacher, I object to being placed before the public as a mendicant, or a supplicant for public recognition, or public favor.

We claim to be workers in a profession second to none in its usefulness and influence. Let us accept as our reward, in addition to the monthly stipend, upon which we must subsist, the consciousness of duty well done, and the grateful remembrance of those whom we have helped to better lives, by our precepts and living example.

III.

By MRS. MARY PRAG,

Sec'y Teachers Pension Association, S. P.

The benefits accruing from pensioning the teachers of a state may be viewed from two general standpoints: first, of its benefit to the profession; second, as an act of justice towards the teacher.

The pensioning of teachers will attract to the profession, talent of a far higher order than it attracts at present. The profession will be able to hold the fine minds it now possesses by offering an inducement sufficient to persuade them to make a life-work of it. Few intellectual people desire great wealth. All that most of them wish is a modest but assured competency. If this competency be assured them for life, many now entering other professions would apply themselves to that of teaching. The mind freed from the anxiety of providing for the future, would bend its best energies towards elevating the profession. So much for the new material.

The system, as a whole, would be more than benefited. There are a few teachers who, on account of advancing age and decreasing power are of little use in the class room. These could be retired upon a pension, for they are

it present through sympathy, as account of the smallness of salary is able to lay anything aside.

by pensioning them, the whole would be benefited as room is made for newer and brighter men. Besides, a teacher after five or thirty years deserves rest. She has earned a well deserved rest.

Pensions will secure to the profession the security of office so necessary for its progress.

What has induced the best talent in the land to accept the judicial position except the tenure of office and the retirement upon a pension? The uncertainty of the finances of the future attracts.

In fact of justice the state owes its teachers a pension. It has created this system, the public school system, and carried it far beyond the realm of competition.

In its behalf the teacher gives the best part of her life and energy. It is the public schools that the foundation of our government is laid, its stability, respect for its institutions, and love and honor for the community taught with every action.

IV.

By C. H. MCGREW,

California Summer School of Methods.

I request for my opinion on the question, "Should Teachers Be Pensioned?" is before me.

I am opposed to extending the pension policy to teachers or any class of professional principles. This policy is contrary to the genius of our government and free institutions. It is born of the spoils system in politics, and would make teachers office seekers and pensioners.

I am opposed to the policy because it would weaken teachers individually

and professionally. It is not in keeping with the development of the spirit of independence and strength of character. It would make teachers more dependent. Decrepitude would be encouraged. It has that effect in the army where it has been fully tried. It is the exceptional thing to find pensioned soldiers in any sense independent. Besides it would hold in the ranks the ordinary and non-progressive in hopes of getting the pension in time, and have a tendency to remand teaching to a mechanical routine and the teacher to a machine.

3rd. I do not think teachers need pensions, but they do need to feel secure in their positions *while they are doing living and progressive work*, and to understand when they *cease to grow they should cease to teach*. They need to be employed on merit and fitness, and to be much better paid than they are. Good salaries will enable them to live, and grow and make investments securing them from want. This will bring self-respect, progress and manhood and womanhood into the profession, where pensions would keep them out.

4th. I am opposed to pensioning teachers because it is the very exceptional teachers whose teaching is good enough to deserve a pension, and my observation is that these are the very ones who say the least about pensions. If, as has recently been said, the majority of teachers are without scholarships and ideals, and exert no more influence over the intellectual and moral growth of the child than scarecrows do over the growth of corn, I see no basis of merit and justice upon which teachers can ask a pension.

By AURELIA GRIFFITH,

Principal Golden Gate School, S. F.

In reply to your inquiry, "Should

Teachers be Pensioned?" I answer they ought to be for several reasons, but principally for the honor of the profession. In raising the profession, we render our schools more efficient.

When talking with Germans, who know whereof they speak, I was told that teachers in Berlin rank much higher in the community, than they do in San Francisco. They commented especially upon the fact that gentlemen who could succeed in other avenues, seldom remained teachers or seemed to be proud of it as a profession, in these United States of America.

I was told that in Germany, the pay of a principal, or head of the school, was about \$50 per month, with house, light, and fuel free; while the laborer received but 25c per day. Solve this small example in proportion, ye faint-hearted teachers! \$50: \$6:: \$130: ? Or reverse the problem, and let us find what we, as teachers, should receive, supposing our laborers get only \$2 per day. \$6: \$50:: \$52: ? We could afford to forgo a pension, did we obtain the result of the latter example in proportion! Even then we should not get as much as the German Professor, who has his house, light, and fuel free. Besides, this liberal compensation is beautifully supplemented by a pension, even should he wish to retire at the end of ten years. In short, the teacher in Germany is an honored personage, and this respect is reflected beneficially upon the children.

The peace, too, born of freedom from an uncertain future, cannot fail to augment the teacher's power.

As far back as 1819 the law of Prussia required for her schools, "A suitable income for school-masters and school-mistresses, and a certain provision for them as they are past service." The King, once, said, "It is our firm will

that in the maintenance of every school this be regarded as the most important object, and take precedence of all others. Such a wise provision has resulted giving the schools of Germany a worldwide reputation.

It has been objected that to pension teachers is un-American, and that teachers would be degraded to accept a pension.

Is it un-American to pension soldiers and judges? Is not the teaching service as essential, and as worthy as theirs? Where Government service commands all the time and strength of one who serves, preventing that enterprise and competition which would result in a sufficient provision for old age, it is the duty of Government to provide for those so serving, and their families to demand a suitable maintenance for past service.

Alas, timid teachers fear tax-payers. They forget that small property-holders would not feel the slight increase of taxes, and that the large property-holder ought to pay for the education which protects him in getting and holding greater wealth.

BY AGNES M. MANNING,

Principal Lincoln Primary School, S. F.

[The following article, sent us by Miss Manning, appeared in a recent number of the *California Educational Review*, a short-lived, but excellent magazine. We publish the article in its entirety.]

The teacher is not to be classed with the "wage earner." His is a profession ranking the highest of all professions except that of the ministry of God. God gives as many years to the preparation of his work, as the lawyer, the doctor, the *littérateur*, the clergyman. Yet the teacher's is the only profession that receives none of the prizes in life, in the shape of wealth and position, for its successful members.

As civilization advances, cant recedes. It still lingers on the tongue of the wily politician, and the Pecksniff's of society, who tell the toiling teacher that love for his work ought to be his highest reward. No other class of the community suffers, or has suffered so much from this cant and the creature that uses it.

So vitally necessary does the State regard education, that she virtually controls it by the establishment of free schools. She thus has destroyed the individual enterprise that is open to all other business. Suppose the State should establish free newspapers, free law offices, free medical advice, where then would be the profits of the professions?

The editor, with brains and ability, hopes—and has good reason to hope—that one day he will be a proprietor. The ambitious lawyer and earnest medical student well know the adage, that there is always room at the top, and so, they steadily climb the ladder of effort that leads to fame and riches.

The teacher can, at best, only rise to a small salary, compared to the best salaries in banks, in railroad offices, or in large mercantile houses. Does anyone believe that the handling of money, the control of traffic and commerce require more ability than the guiding aright by true education, that subtle thing, the human mind?

A man may rise from being a newsboy to the control of a railroad or a great business, with no more preparation in the shape of book learning than that which enables him to write a badly-spelled letter. No such man could become a teacher, unless he go through a long course of study to pass the preliminary examinations.

There is no toil so exhaustive as that of the school-room. The difference be-

tween it and all other mental or physical labor is that the school work is *alive*. No teacher who faithfully performs his task, is able to take up other employment, least of all, is he able to study.

The learned blacksmith declared that he had to go back to his forge and give up his school. He could not pursue his studies of languages when wearied by close school work. Hugh Miller gives the same testimony, and dozens of famous men add their corroboration.

Oliver Wendell Holmes tells us that after a day's teaching he felt like the leaves in a teapot that have had the second dose of hot water poured off them. Charlotte Bronte asserted that if she had been successful in gaining a school "Jane Eyre" would never have been written. She would have had neither time nor strength to write it.

The Army and Navy are rightfully paid pensions because all individual enterprise is shut out from them. The teacher, for a like reason is as much entitled to future compensation for old age and infirmity. As for the risk of life, wars, thank Heaven! are few and far between, and will, under widespread enlightenment soon become a vestige of a brutal and senseless savagery.

Epidemics slay thousands, far more than even the worst wars, but we shall not take up the space to prove how peculiarly liable is the teacher to the risk of every epidemic.

We have only to look around and see that many of the most famous men and women, the most influential in all departments of life have been teachers. They were lured away from a profession, that, perhaps, they loved best, because it could promise them no suitable reward. It gave to them only a slender salary for daily wants, and nothing for the old age that is sure to come.

Increased dignity will come to the profession by the State making permanent provision for the teacher when vigor and energy are passing away.

A great change has happened in the condition of woman during the last fifty years. This century is being rightfully termed the Woman's Century, because in it she is allowed, for the first time in the World's history, to truly develop all the faculties that God has given her. She equalled the result of her first liberty by thronging the school first as pupil, then as teacher. As the men tempted by higher emoluments forsook the ranks she filled them up. It is conceded that this is her proper work because, as Mrs. Browning in that charming novel in verse, "Aurora Leigh," says:

"God gave a woman knack
To manage children."

Not for long however, will she be content to do this work for the low pay generally given for it. New avenues are being opened to her every day. As the gray mists of ignorance and petty prejudice vanish in the clear sunlight of the higher education, women will take their rightful share of the world's mark and its legitimate reward.

Almost every civilized nation pensions its teachers. They are also paid good salaries in proportion to other salaries paid by those nations. Even the little country of Servia comes to the front with the enlightened policy of giving liberal pensions to her old and faithful teachers.

There is nothing surer than that it is a question of time when every state will set aside a fund to pay a pension. Should not California lead in an act of sound sense and common justice? To whom we proudly point as in the progress and civilization

By IDA M. BLOCHMAN.

The proposition of pensioning teachers meets, at best, with only a lukewarm reception in my mind. It is something like a glowing epitaph on the tombstone of one who has been shabbily treated during life.

If California has more money to spend for its teachers than it is now spending let it treat them more generously during youth and middle life and thus prevent the necessity of making them pensioners in old age.

TEACHERS' DIFFICULTIES.

By C. S. LITTLE.

(Read before Humboldt Institute, 1891.)

The old rhyme says:

Happy is the man who grinds at the mill,
The mill turns round and he stands there still.

But in the educational mill, I realize that the teacher often finds the grinding a wearisome task, especially if he stands still while the mill turns round. Sometimes it seems to the wearied teacher that the mill is turning him. Sometimes he grinds so fast and furiously that he himself is called the crank.

The teacher's life is beset with many difficulties from the time he tries for his first certificate till his eyes close on all things earthly.

He may follow educational theories, profit by the experience of others, study all the "ologies" from Psychology to Demonology, and still be surrounded by a "sea of troubles."

No philosopher can follow the gossamer links of a child's mind; he is forever doing the unexpected thing.

No previous experience will tell us just how to win for ourselves the good opinion of the patrons of any particular district. We all must work out our own

in the schoolroom with fear and
ing. We can seldom back out.
st surmount our difficulties, go
them, around them or through
out never from them.

difficulties seem to me to lie in
directions—with our patrons, with
school, and with ourselves. The
ing greater than the first.

course it is impossible to please
one. There are some people in
neighborhood that no one can

The highest praise you can ex-
m them is that you perhaps are
te so bad as some one else. They
use us trouble if we allow what
y or do to worry us. If we keep
they are simply interesting studies
an nature and tact will do much
them.

ems to me to be wise to study the
s and characteristics of the neigh-
d in which we are placed and to
a thereto as much as genuine self-
and our desire for the advance-
f the school will allow. For in-
one graduate of our State Normal
taught in a district containing
southern people some of whom
x-confederate soldiers. When he
o the history of the Civil war, he
that the northern army was com-
of gentlemen and the southern
horse-thieves. He consequently
hurried departure between two
When we are among the Philis-
et us do as they do to some ex-
Let us be natural and sociable and
ronize honest farmers who know
can we do about every thing ex-
books. Let us put our school air
r school talk in our pockets—or
t" as the case may be—and act
her people and perhaps our days
land may be long and useful.
the trustees, conform to their

wishes when practicable and do not be
continually worrying them about trifles.

I have always found that trustees will
stand a good amount of judicious letting
alone. If we can not get what we want
out of them, we should act as good na-
turedly about it as if they had made us a
present of a week's vacation. Then,
quietly bring our pressure to bear upon
the children. Trustees will help us out
of many a difficulty if we work with
them in the right way, if not, then look
out for squalls.

One of our troubles in life is that of
getting a good position with a good sal-
ary attached. My experience has been
such that I shall not attempt to give
much advice on that point. Cheek and
influence will do much in California, but
I apprehend that the teacher, who with
painstaking labor, fits himself for a higher
station will some day be called upon to
fill it. Conscientious work and progress-
ive ideas are bound to come to the front
sometime. One trouble is that many of
us are too indolent to really enter the fray
and prepare ourselves thoroughly for
what we want. We, therefore, ought
not to feel disturbed when we see the
higher positions filled by those who have
worked and waited while we have been
taking our ease. Sleeping on guard will
never advance those who feel called to
the high duties of the teacher's vocation.
Secondly, we come to our difficulties with
the school. I wonder if there are many
of us who never have any of those dread-
ful days when every thing goes wrong!
When every noise irritates, when every
visitor alarms, when lessons drag, and
pupils seem to harass us with diabolical
ingenuity? The general advice on such
days is to keep cool. But I tell you it is
hard work to sit on the safety valve of a
throbbing engine with steam up to 250
and keep cool.

I think that after one of these wearing

days the school-house should be double locked and all thoughts connected with it banished until another day. We should forget for a time that teaching is our profession at all. An ax and a wood-pile often afford much consolation to the tired teacher, and, moreover, they form a pleasure resort that most teachers can own. I believe that when the science of medicine is farther advanced it will be clearly proved that there is a direct relation between such days and the disease called biliousness. The liver is a very important organ and all teachers should treat it with care and respect.

I believe in cultivating a spirit of comradeship with pupils so that many of the school-room troubles will be matters of thoughtlessness and not of malice. No teacher can be really successful in a school without the good will of at least a majority of the scholars.

I judge that the most of our troubles in the school-room arise from the governing part of the work. Discipline and order are the things that try our souls. The intellectual work we perform would not wear out a goose. It is the nervous strain and the will power exercised that do the damage. Six hours of work per diem seldom injures any one, but substitute worry for work and life undergoes a process of abbreviation. We attempt to clear up some difficulty for a pupil and try to watch the other forty at the same time. Perhaps some disorder occurs somewhere, probably just where we cannot see it and we feel slighted, our nerves tingle, our temper rises, and woe to the next mischief maker that we do see.

The old fashioned remedy for trouble and disorder was to get some pupil out on the floor before the school and thrash him. First for his own good; secondly, for the good of the school;

thirdly, for the good of the teacher. Whipping is often the easiest way of dealing with a difficulty, but I question if it is usually the best way. I believe it should not be done before the school and that it should be the *last* resort. The temper of the teacher must be under perfect control when he punish pupils on the spur of the moment and still retain the respect of the school. Some educational authorities put the matter in this way. No whipping, little order; less whipping, better order; no whipping, best order.

When I do whip a pupil, I take him alone and explain why I do it and let him know it is a purely business transaction. I tell him how many times I shall strike him and let him count if he feels like it.

There are such things as trouble makers in the school-room. The best and easiest of all I think is cheerfulness. Geography games, etc., will break up the monotony and turn pupils' thoughts in a new direction. A good story is a trouble killer. There are many devices that a teacher can think of for doing an old thing in a new way. Furnishing plenty of work for all will kill a number of trouble makers. I always like to have a number of articles in my possession that scholars will borrow. For instance, a ball, a toy gun, colored pencils, marbles, a microscope, a good jack knife. It would be as easy to find a mean boy that would borrow your knife and then turn around and purposely annoy you.

In spite of all we can do, however, things will not always move smoothly. The girls will giggle and it is useless to scold them. It is useless to scold for a boy to get into mischief again. It wouldn't be the kind of a boy you would like if he were always perfectly good.

Whispering is one of our constant difficulties and one that I have never been able to dispose of satisfactorily. If some boy or sister has, I should like to learn

it is done. I keep it down somewhat, but like Banquo's ghost it is new laid. I don't consider it however a deadly sin. In fact it hardly seems to me that many of the things that trouble us in the school room are morally wrong. If a book drops to the floor or a laugh is heard it doesn't follow that the cause of the disturbance is a case-hardened sinner.

Scholars may be taught to see that certain rules are for the good of all and that if they break them they must pay a penalty as a matter of business. They are able to reason and they like fair play even toward the teacher. Children are smarter than we think and although they may not be able to work in fractions with lightning rapidity or write classical English, they can usually tell to a dot what kind of a teacher they have. They know just how far they can go, when to stop, and when not to stop. If our firmness is spasmodic and not a constant factor, they know it and we bring troubles upon our own heads. It would surprise us, I think, to know how correctly children read our character and disposition. This brings me to the teacher's part in the difficulties of the schoolroom. We must be ever watchful, with ourselves, ever on guard to do the right thing at the right time. We can not shirk our responsibilities and then expect to follow a path of roses in the teacher's profession. Parents entrust to us the child with all his wondrous possibilities for good and ill. We must live and learn and fit ourselves for that trust.

Our difficulties must not hinder but advance us. We can never do all that is required of us. We can never penetrate to that deepest of all mysteries, the inner consciousness of the child; but we can all grow and reach a higher plane in our work in spite of all defeats if we only will to do so.

"Soul to soul can never teach what unto itself is taught." The skillful mechanic can unravel the mystery of the most complicated machine. *We* can never perfectly understand one child's mind let alone the many that are entrusted to our care.

Careless and unthinking we may often play with the sensibilities of a child and do a moral damage that all the events of after life may never wholly eradicate. We must expect difficulties innumerable nor think we can master the mysteries of teaching in a few short years when life itself is all too short for the purpose.

Neither parent, priest nor patriot has so many points to guard as we. Under our care the blind must see, the weak become strong, the strong will to overcome. From our hands is expected the complete citizen equipped for the duties of life. How many of us are worthy of the charge? We must be the masters and not the slaves of our trials and be daily filled with the spirit of earnestness. Our difficulties are mainly in ourselves and within our own hearts must be sought the remedy for our ills. We must study ourselves as well as the child if we hope for success. Let us press forward with firm and courageous hearts, ourselves learning day by day, avoiding no difficulty and arising strong from the defeat of to-day to the achievement of decisive victory on the morrow.

Greatness and elevation of soul is to be found only in study and contemplation.—HUME at 16.

I slept, and dreamed that life was Beauty;
I woke, and found that life was Duty,
Was thy dream a shadowy lie?
Toil on sad heart, courageously,
And thou shall find thy dreams to be
A noonday light and truth to thee.

ELLEN STURGIS HOOPER.

ENGLISH "RAGGED SCHOOLS."

Twenty-one years ago the British Parliament enacted that all children of England and Wales, between the ages of five and thirteen years if the "sixth standard" had then been reached, should be compulsorily educated. At different times since it has made laws that these children should receive this compulsory education, either in various "voluntary" or parish and church schools, or in "board" schools under local and governmental supervision, and compulsorily pay for the same.

The State, in effect, said: "You, Tiny Tot, aged five years, are to attend such schools as we may provide, or your parents select, every school-day of your life, until you are thirteen years of age, or have passed the sixth standard, or we will clap you in a criminal institution; and you, Tiny Tot's father, must pay for what we compel your child to do, or we will fine you for every absence recorded against it, and tax you for the cost of its imprisonment whenever we finally shut it up; and then, if you cannot pay its accrued fees and fines, and the accruing judgments against yourself, we will also clap you in jail until they are paid or are liquidated by imprisonment; when we will then release you and again begin the same wholesome care of yourself and your offspring!"

Out of this exquisite system has grown, naturally and in order, millions of

possibly infamous; and hundreds called Industrial Schools, or "Reformatory" and "Truant" schools, as they are popularly termed, which, whatever merits of management on the part of their legalized purposes, are an inalienable outrage upon the inalienable rights of child-life and home-life in any civilized land.

ELEMENTARY AND VOLUNTARY SCHOOLS.

The elementary schools are of two kinds: the board schools and the voluntary schools. The first are vaguely supported by government allowance and taxation, though their support actually comes from the parents of scholars who attend school, through a fee ranging from one penny, or two cents, to five pence, or eighteen cents per week for each child. As the poor are notoriously most prolific, the fees taken from them are usually compelled to send from three to five children to a board school, may average fivepence each per week, or from ten to fifty cents for the whole number. Now workingmen in England, taken into consideration short time and piece work when no work whatever is to be had, do not earn an average wage of over fifteen shillings, or \$3.36, per week year round. As the children of the to-do and the rich are educated in the best schools, or at home under tutors, it can be seen that the chief burden of the entire elementary school system was originally fitted to the backs of those who could not carry the burden.

to their offspring being "contaminated" by companionship with the children of those parents who regard the religious teaching of the board schools too neutral, or not suited to the faith to which they belong; but all these voluntary schools in time come under the same grading as the board schools, and, like them, are subject to yearly governmental inspection. In all cases where the board school authorities, by imprisonment of parents or children or by other means, are unable to force the fees from destitute parents, they are claimed and allowed from the parish poor rates. There are seven standards or grades, and a "special seventh;" the latter merely comprising a class receiving special attention for proficiency. Out of the latter the master chooses those who are to compete for an annual scholarship; and this entitles the winner to a collegiate school education of about three years' term.

PERSECUTION OF PARENTS.

The most effective commentary upon the inherent wrong in the British system of compulsory education with compulsory payment for the same, is found in a few briefly stated facts. It is universally admitted by all board school "visitors," inspectors, detectives and officers, as well as by magistrates adjudicating school board cases, that it has come to be the most desperate struggle for a large portion of the lowly of England, second only to their struggle for bread, to evade the registration of their children for school attendance. If that, to them, miserable misfortune befalls, then it is their next unrelenting struggle to defeat by every expediency, cunning device, falsehood and downright villainy, the enforcement of the law. It relentlessly hunts, haunts and harasses them, so long as they possess a child within the compulsory age; and

I personally know of scores of families where one or both parents have been persecuted to their grave, and their children driven from possible respectability to permanent criminal life.

This information is based on the statements of school visitors, inspectors and reputable people. But any one has access to the fact that in London, for the nine months ending March 31, 1887, out of the parents of the enormous number of 10,670 children summoned before the police magistrates for non-attendance or irregular attendance, 103 had been previously summoned, between eleven and thirty-five times. Not only this, but, according to official returns, for every hundred scholars' seats provided (while there is not provision for one-sixth of all British children who are entitled to receive elementary education) there is, under the compulsory attendance and pay system, an average attendance of only about 73 per cent. It is also true that there is an attendance, forced and voluntary, of only about 76 per cent in all British elementary schools.

CHILD PRISONERS.

In other words, after an army of detectives have found a certain number of children, which the law mercilessly drives to school and into paying for the schooling and the driving, the utmost rigor of British law—re-enforced by relentless magistrates, by constables, detectives and "visitors" whose very sustenance depends upon their vigilance, and the endless dread of prison to both parents and children—can after all compel a school attendance of only three-fourths of the children under actual every-day surveillance. Is it any wonder that, under such a system, the entire school attendance of the great city of Liverpool, for the month of July last, failed to reach 84,000; and that, to pro-

vide for the detention of the rebellious among this number, its "Ragged School" prisons in Park Lane, Bond, Queensland and Addison streets were rated to hold 1225 child prisoners, with their capacity quite overtaxed?

Children are got on the school lists in three ways—by house-to-house registration, when more than one-half of the poorer classes deny all knowledge of their children, hide them in the most cunning manner and often incite riots with the aid of sympathizing neighbors; by parents presenting their children for voluntary registration; and by spying them out in the streets and dogging their footsteps until they arrive at their homes, when an investigation, which often amounts to a siege, at once begins.

The devices resorted to for sequestering children from registration are often pitifully grotesque. On one occasion when accompanying a "visitor" on his rounds, I saw a poor woman caught in the act of squeezing her boy into the oven of her hob; and among many quite as odd stratagems witnessed, was one by a mother who stood in the open door and after bluntly denying maternity, was forced to admit the ownership of two strapping girls that had for the fifteen minutes' parleying stifled and trembled beneath the mother's over-ample skirts. Stuffed beneath bundles of rags; actually covered with coal; wedged in chimney flues; hid beneath floors; smothered in mattresses; clinging to the sides of privy vaults; are common-bestowals of children to escape registration or subsequent capture. No wonder that the vagabond and criminal instinct becomes predominant in the nature of folk thus harrassed.

"SCAMPERS."

on the school-lists, always on s worried!" is a common saying the British lowly. An ex-in-

spector of the Liverpool police, a rent collector for a wealthy tenement house owner, told believed there were 20,000 families known as "scampers," the ilies that flit from one hab another, and leave the landlo for his rent. On mentioning of the most reliable of the school-board "visitors," he stat his firm conviction that at lea that number had been force "scamping" habit, and had b terly worthless people in the home-life and the saving ambi tain independence, from the pursuit of their children for school attendance, and the hanging over the heads of th for fees and fines which they been, and never would be ab In his opinion all of the beings had become veritable and outlaws in a small way, th system of ceaseless petty, bu overwhelming prosecution.

We will suppose, for illu boy has been hunted down an in the school-board jurisdic single absence be recorded ag he comes under all the possi the law. The usual course is makes a little more than half is, six out of ten attendances day, or ten per week being t ing—and a "warning," ha served for every absence, the the father and usually the form oned before a police magistr "visitor" is practically the pro the board. He makes oath to "presences" and "absences," mother answers the summons, a good defense the boy may g a reprimand; but he is pe thereafter under court espion

breach of attendance now occurs, a second summons is issued against the mother, and a fine, the lowest being a shilling, is never escaped. At the same time, a superintendent of the National school-board is present, who, whether the child is from a parish or board-school, will recommend his commitment to an Industrial School, and never for a term of less than three years. This commitment is a sentence to one of three conditions or

GRADES OF INDUSTRIAL SCHOOL LIFE.

1.—To the Truant School, for boys and girls, for a three years' term; in which case the culprit is chased by "visitors" to and from the school, where he remains certain hours of each day; and receives his food, but no clothing, and sleeps at home. The parents are compelled to pay one shilling per week into the Industrial School fund.

2.—To the Intermediate Industrial School, for boys only, where he is committed, to the age of 18, should he be sentenced at the age of 5. Here the lad is in absolute confinement; and his parents are compelled to pay from two shillings to two shillings and sixpence per week into the fund; and

3.—To the Industrial School proper, for both sexes, under a five years' sentence. The parents must pay the same sum weekly as to the intermediate fund. They may visit their children once every three months; but the latter are never liberated until finally discharged.

On entrance to the Truant School, the child belongs to the law from eight in the morning until six at night. It remains under precisely the same home conditions that made its attendance at board school, before commitment, hateful or impossible. The parental abhorrence of the system is intensified, and in most cases the efforts of both child

and its parents to avoid the "visitor's" clutches, are redoubled. Any adequate description of the disgusting and brutal scenes witnessed in the morning "round up" of these children from among lowly homes, would fill every page of this journal. If the child now attends the Truant School regularly, without the use of force, in six months' time it is permitted to return to the elementary school during the remainder of its term of sentence; the authorities regulating its conduct until it has reached the age of 14 years. But a single infraction secures its return to the Truant School regime.

LABOR AS CRIMINALS.

If the child becomes incorrigible under this treatment, it is brought before a magistrate and sentenced direct to the "ordinary" Industrial School; placed in absolute confinement; and is compelled to labor like any other criminal; the boys at wood-chopping, and making brush and sennit mats; and the girls at knitting coarse stockings and making coarse shirts. This is called "putting the child away," and is regarded as an achievement by the school "visitors" and authorities. Occasionally a boy or girl is licensed out to service; but these licenses must be renewed, on good behavior, every three months, and they are revokable by the industrial school board committee, instead of by a magistrate.

The food of these children is as nearly upon a starvation basis as can be adjusted by expert keepers. It comprises a breakfast of bread and treacle, or bread, milk and porridge; a dinner of pea soup and bread, boiled rice and bread, or "scouse" (a stewed scrap meat and potato hodge-podge) on rare occasions only; and a supper of cocoa, bread and treacle, or milk, bread and treacle. They are also furnished with "prapers" three times a day.

A trick of the authorities is to discharge a child, whose term of sentence does not reach to the compulsory age limit, a month previous to expiration of commitment term. This throws it back into the compulsory elementary status under court espionage. At the first dereliction, it is re-sentenced to another three or five years' term. There are many instances where children have thus been compelled to serve two prison terms before they were fourteen years of age; and if these wise authorities are sufficiently alert, a third term, to an "incorrigible," can easily be administered.

COLLECTING CONSTABLES.

In the meantime police magistrates are busy finding parents and sentencing them for non-payment of fees and fines. Whatever the fees may have been in the elementary school, they are far larger after the child has become a prisoner. They are not paid as a rule, because they cannot be paid. They are allowed to run up to a two or three pounds' sum. Then the officers, who now dog the parents and who are called "collecting constables," secure warrants for the payment of about ten shillings in cash, and two shillings per week. When found, the father or mother must instantly pay as per the court order, or arrest by a city constable follows. They are lodged in jail until the amount is paid, or is cleared off at the rate of one pound for each week's durance. I believe that the system has ruined more homes and human souls in England than ever has rum. And yet intelligent English social economists profess to wonder why the brawn of the country is gradually disappearing to other lands.

The so-called "Free" Education Bill passed by the last British Parliament with such high exultation, is not a bill for free education. The English govern-

ment has merely given a grant of ten shillings a year, per capita of attending scholars, to all elementary standards. It is simply an "assisted education" measure. And it only assists in the matter of fees to the three-pence per week point. Beyond that, the additional fees on the former basis, must be forthcoming, under penalty. And it in nowise limits, effects or lessens the child-baiting among scholars or ignominy and persecution of parents, nor in the slightest degree modifies the inhuman system, which has made possible or necessary these British "Ragged Schools."

EDGAR L. WAKEMAN.

WHEN REASON IS HOST.

A TEMPERANCE ESSAY.

BY LAURA EVERETT.

Saxon hospitality. We think at once of good cheer, shown by an open house, roaring fires, and a laden board. The guests must be toasted; the bowl must go round and round.

We are Anglo-Saxon still, but not the Anglo-Saxon of the wassail. The effect of environment is apparent. Two and a half centuries in the New World have developed the nervous system until the strain from our rapid national gait is keenly felt. Our very air is a stimulant better than "Old England's ale." Who breathes the one should not drink the other. In our climate and with our habits of life, no artificial stimulus is needed. King Witfals' drinking horn may change to a plate, a portfolio, or a bookshelf; we will offer the contents with kindly hearts.

Such an expression of hospitality will be welcome to Nineteenth Century needs and nerves. The day has passed when Americans could safely use alcoholic beverages. We have become what one

terms, "a nation of *small bottle*

As this fact grows apparent, take refuge in moderate drinking, all offer wine like bread and salt, a of friendship.

ty years ago the custom was uni-

To refuse wine was to insult host. If the host himself could safely drink numerous healths, he bottle of colored water at his plateopped the harmless "make believe" urging more wine on his guests.

were no inverted glasses, for in days no gentleman confessed his ty to drink, the assumption being nly the weak and worthless would e drunkards.

ple said, "Every tub must stand on n bottom. If one can not endure ation, he must fall." They did e that the finest organism is the asily injured; that character must med before it can be tested, and he youth should be surrounded good till evil has no power over To protect from dangers, physical oral, becomes the work of every or.

mother recognizes this duty when eps her boy at home; the father he allows no pit-fall near the ; the friend who forbids wine on ble, the town that thrusts tempta-ver its borders; the government ves its people from themselves.

the educators of our brothers, have e right to drink when the act of ng may throw temptation in er's way? Rider Haggard gives us stration. He confesses a fondness hiskey and a contempt for fanatics ith this introduction he tells his lence in a Buffalo restaurant.

posite him sat a party of young peo-drinking gaily. To the girls, at it was evidently a first indulgence.

He watched the group as they drank, and as their voices rose, and as, arm in arm, they stumbled out into the night.

Despite his preconceived notions, this Englishman, then and there, became fa-natical on the subject of public drinking. Haggard speaks strongly and his words echo that old declaration, "If eating meat make my brother to offend, I will eat no meat while the world stands."

While foreigners like Haggard, sel-dom believe in abstinence, they all condemn treating. No old world vice, but a purely American custom. It is to be disposed of no less easily for that reason. When faults are all our own, they seem to lean to virtue's side, and treating feigns generosity as dueling boasted of honor. As dueling died a natural death when custom no longer screened it, so treating must go when Americans, looking through its pretenses, adopt the children's question, "why?"

Why, if thirsty, must I insist that those in the room drink with me? Why must each in turn ask the company to drink? When we meet in a shoe store, my friend does not treat me to shoes, nor do I treat him to a bottle of polish. I buy barley for my horse; my companions do not expect one grain of it, yet had it lain in "the house that Jack built" and come thence in barrels, it would have been my duty to say, "I will treat," and why?

Treating may be called the saloon phase of social drinking. The use of wine in the home is another side of a great question. Where, as in California, wine is an important product, and state education provides for the study of viti-culture, home consumption is naturally large. The dangers from drinking are peculiar. Our seasons never enforce hi-bernation, and one may go on in unceasing activity from year to year. The nervous

THE PACIFIC COAST TEACHER.

~~Wine~~ constantly expended must not be ~~induced~~ by a stimulant, yet this is ~~commonly~~ done and our insane asylums show the result.

Some time, people will realize what ~~temperance~~ of constantly spurring the willing ~~temperance~~. Then wine will not be recommended as a beverage nor as promoter of ~~temperance~~. Then no refined girl will say, "I always talk better after drinking wine." Then every woman will follow the example of one who refused to offer wine to her home, even when her home was the White House.

If it is a sacrifice to banish wine, do it for your own sake; if it is no sacrifice, do it for the sake of others.

Sentiment has changed since a writer in *Harper's Magazine* said, "Not water, but wine is the providential drink for humanity."

We now see the finger on the wall and lay a finger on the empty glass. The word, "temperance" has lost its stigma. Menu cards are tied with blue ribbon. Thinking people are coming over to the right side.

When the representative people will stand together on the high moral ground of total abstinence, the problem will be solved. Rule an indulgence outside the line of respectability, and you hasten its doom.

Games by all means. They wash the brain as well as invigorate the body which ordinarily exercise does not. Kept up in later years they hold old age at bay.—PROF. GOLDWIN SMITH.

Contributions and items of educational will always be welcomed. Our aim is to make the TEACHER a repository for the best thoughts of our best

TEXT-BOOKS IN THE TEACHING OF MUSIC.

II. TRANSPOSITION OF THE SCALE.

When I promised to contribute to this magazine a sketch on transposition, I intended to give an insight into the uses of scales and their use. After closer consideration, I changed my mind, thinking that for many of your readers it would be better to explain first, the meaning of the diatonic scale and its transposition, a theme much abused, because very generally misunderstood.

I shall begin by giving the scale and its division. We are accustomed to the scale on C, for several reasons which I may at some future time take occasion to explain. The scale on C reads, C—D—E—F—G—A—B—C, representing, for convenience, full tones by a dash, thus "—", and semitones by a point (·):

C—D—E. F—G—A—B· C

From this it will be seen that the scale is composed of two equal parts; viz.,

C—D—E· F

G—A—B· C

and also that each half ends with a semitone, respectively, E· F and B· C.

This is the so-called natural scale and forms the pattern for the formation of all scales on every pitch. If, now, we transpose it—that is to say, place it in a higher or a lower key—we shall find it to be most convenient and reasonable to begin on the second half, G—A—B, this now forming a perfect *first* half, as before it formed the second half. The scale now reads, G—A—B· C—D—E· F—G. Dividing the scale into halves as before, viz.,

G—A—B· C

D—E· F—G, we at once

see that the semitone between E and F does not come right, occurring not at the end of the half, but before it. To make the last half similar to the first, or, in other words, perfect the scale, a

be placed before F. This raises the note a half or semi-tone, the interval now occurring similarly in both thus; G—A—B. C

D—E—F sharp. G

The next transposition must naturally be to D, the beginning of the second octave half, and will read;

F sharp. G—A—B. C—D.

Now, we find that the semi-tone B. C of the natural scale (as did the semi-tone F in the first transposition) occupies the wrong place—not on the end before it. In the first, we remedied this by sharpening the tone F; we now do the same with C. The new form will read:

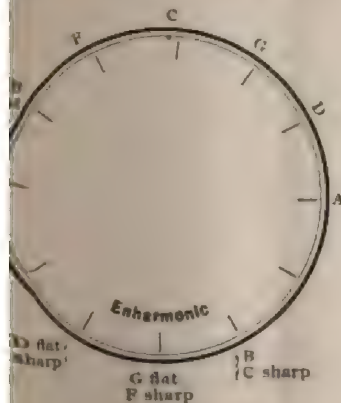
F sharp. G—A—B—C sharp. D.

By raising the halves of the scale on different notes so as to impress the principle, we have:

D—E—F sharp. G

A—B—C sharp. D

Looking at our work again, we see that the *seventh* note as before is the one to raise. From these illustrations we learn that we may go on from one half, transposing to scale in the next succession by simply raising or lowering the respective seventh. And for a better illustration, I here give a diagram representing the whole principle in a nutshell.



It will be seen that C is placed at the head of the circle, being, the place of beginning. Next to the right is G, the first tone of the second half of the scale on C. Next to the right of G is D, the first tone of the second half of the scale on G. then A the first tone of the second half of the scale on D, etc.

Pursuing this course from half to half, in like manner every letter of the musical alphabet, as it in its turn becomes a seventh, is sharpened, the order of succession being as follows:

F, C, G, D, A, E, B.

These, including the beginning on C, make eight degrees. Examining once more the so-called chromatic scale—the index of all musical notation—we discover that there are 12 such degrees, which, for clear conception, I will repeat: C, 1; C sharp, 2; D, 3; D sharp, 4; E, 5; F, 6; F sharp, 7; G, 8; G sharp, 9; A, 10; A sharp, 11; B, 12.

Now, since every one of these degrees may be used as a key, or in other words, the initial letter of the scale, we need four more transpositions to complete the number. Having *sharpened* as many letters as we can, we must find some other means to correct the faulty semi-tone. The method is at once suggested, that of *lowering* or *flattening* a tone where necessary.

By referring to our circle we can easily see that the scale is always begun on the fifth, or what is the first letter of the second half of the preceding scale. For example, in the first transposition our key note was G, the fifth from C; D is the fifth from G; A the fifth from G; etc. By returning toward C, we find that from A to D is only four (A, B, C, D), from D to G, only four (D, E, F, G); from G to C only four, (G, A, B, C.). We conclude then that we can probably transpose on the fourth. Beginning with C again; C, D, E, F. we find that our first

transposition by this method will be on F. The first half now is, F—G—A—B. The half it is plainly seen, is not perfect, there being a full tone instead of a semi-tone between the third and fourth, or A—B. We have already seen that we may lower a note as well as raise it, so, to make the half a perfect one we lower B, the fourth, a semi-tone.

Now we have F—G—A. B flat for the first half and C—D—E. F for the second half. The natural semi-tone between E and F comes right to complete our scale, which now reads:

F—G—A. B flat—C—D—E. F

If we now continue our transposition on the new fourth, we find that we can do so by flattening the new fourth as we formerly sharpened the new seventh. Our circle will show us now that, by exhausting the new mode to the extent of all the musical alphabet, we get seven places, which, with the seven transpositions on sharps and the natural, make altogether 15; three more than all the degrees of the chromatic index. Now if you will again refer to the circle, you will find that "C sharp" must produce the same sound as "D flat," "F sharp" the same as "G flat," and B the same as "C flat," because between B and C in the natural scale is only a semi-tone, and therefore, if we lower C a semi-tone it will produce the same sound as B. These we call enharmonic. That is "C sharp" is enharmonic with "D flat," etc. By exchanging now the scale on "C sharp,"—the last one with sharps—for its enharmonic "D flat," we find that we can go right on with our transposition on the fifth, raising each respective seventh note which we now flat with a sign called the natural. The scale will then read:

D flat—E flat—F. G flat—A flat—B flat—C. D flat. Beginning with the fifth (that is the first note of the second half

of the foregoing scale) "A flat" transposing on that the scale will be A flat—B flat—C. D flat—E flat—F. G flat—A flat. In this scale the raised seventh—"G flat" is the raised seventh.

The same course might be followed from left to right, changing sharps, but transposing to the fourth until we reach the point of beginning.

For most teachers this figure is new. It is none the less as old as the diatonic scale. No tuner can tune correctly without a knowledge of it, no composer can write music without a thorough understanding of it. It is generally put in text books. Why not say, I have found it in only one in the United States. One, a very valuable collection of sacred and secular music by D. S. Mason, N. Y., and another a work on harmony and composition by A. B. Mark. The English edition of this work was translated from the third German edition, and the price for the book in this country has been so great that we now have the American edition.

I have tried to give you a brief comprehensive sketch of this much abused transposition, and show how a detriment text books are in presenting this theme. A chapter might be committed to memory by a class, yet of ten pupils will be satisfied that they do not clearly understand it. If the intelligent teacher put it on the blackboard, and, if properly give an explanation of it will bring the matter home to every pupil in the class.

In my next contribution, I shall give a sketch of the ancient or ecclesiastical scales.

The proportion of Anglo-Saxon in the English Bible is 97 per cent whole.

A TALK ON BOTANY.

BY MRS. R. M. TUNNELL.

It is very desirable that some knowledge of plants be early given to children, rather than that a little help be given them, and they will, *themselves*, acquire a good deal of knowledge by their own observation. More than all, however, they should be aided by a little encouragement, and cultivate the observation habit, a power which will prove *invaluable* to them in whatever department their work in life may afterward be to be.

One cannot afford to ignore the fact that the power to observe *accurately* and *thoroughly* is an acquired power and not an innate gift or heritage. Most persons are sceptical of this training but all of us have obtained it. One might as well try to learn to walk in old age, after having spent a lifetime in idleness and improvidence, as to say to himself, "Go to now, let us be as for one in middle life, after years spent upon years, without using the observing faculty, to say, to now, I will be observing. Life and liberty, (and even without full liberty one may say if he recall the story of "Bruce and the Spider," or the tale of the noble French prisoner who wrote the charmingly pathetic "Piscioli,") we all have abundant opportunities for cultivating our observations by simply, *observing*, whether in the city, or in country. If in the country, what is more easy and natural than to study plant nature and growth? Then, if we have hitherto neglected this work, is a better time to commence now? and to help make permanent their own interest by putting each child to work that for him will lead to incalculable good. This can be done without any special apparatus, though better with them, as there

is frequently considerable doubt with those not well versed in a science, as to *how* to begin to teach or learn it, and also as to *what* would be of most value.

If a child were given a bushel of miscellaneous shells, he would make an effort to sort them. He might try it with reference to size, or color, or from some other trivial characteristic, and no one of his classifications would be of any *intellectual* value beyond the amusement it would give him. In like manner children are ever making crude comparisons and classifications of flowers and leaves. The colors, the forms, the odors—the endless variety attract and interest them. Day after day they seek them, in the valley, on the hill-side, *everywhere*. Can there be a more propitious time than childhood, to commence teaching forms, names, varieties and classification? Young memories will seize upon and retain definitions and names, with the object in hand, that a few years later, and under less favorable circumstances, would take weeks on weeks of study to learn from a textbook.

More than name and classification and that too, which is quite as valuable for them to know, can thus early be taught; viz, the haunts, habits and properties of all our common native varieties of plants as well as the time of year when they are to be found in blossom. They will soon learn that ferns, the dusky side-saddle flowers, the Indian pipe, etc., are not to be found on the dry, wind-swept hill-sides; that the manzanita blossoms need not be sought in October; that the bluebell and buttercup come with the April sun and showers—and so on. The peculiarities and adaptations of plants to their surroundings, can be easily learned, and this will lead them early to observe, for instance, what kind of a support a

canary-bird vine needs. Does it coil by leaf or tendril? What plants coil by tendril? What ones by leaf? What ones by little feet, or more properly, suckers? If a plant climbs by coiling its leaves does every leaf coil? Do twining vines all coil the same way? Do all leaves grow just opposite each other on the stock or branch? I need not multiply illustrations in this direction. Every teacher of botany if he be a lover of the science, knows the kind of observation necessary to acquire the knowledge I have indicated. He knows too that the study is often a gratifying success in interesting, arousing, and stimulating children and young people. As pupils advance in their knowledge of the subject, their attention may be directed to characteristics of plant life that may almost be called intelligence. The theory has been broached that creeping plants can see, or have a faculty equivalent to sight. Permit me to give an illustrative example of what I mean by plant intelligence—I quote from Mrs. Kiney of Indiana, who says: "My husband was sitting in the veranda with one foot up against a large pillar near to which grew a kind of convolvulus. Its tendrils were leaning over the veranda, and to his surprise he presently noticed that they were visibly turning toward his leg and the tendrils had laid themselves over it. He was called into breakfast and afterwards we went out to make further experiments, and found that the tendrils had turned their heads back to the railing. We got a pole and leaned it up against the pillar fully twelve inches from the nearest sprays of the convolvulus. In ten minutes the plant began to curve itself in this direction and acted exactly as you would expect a slow snake would do if he tried to reach anything. The upper part is bent down and the side ones

curled themselves, until they reached the pole and in a few hours twisted quite round it. The pole was on the side away from the light, and could the tendrils be aware that they had been placed there. They turned away from the light, and they set themselves visibly in motion a few minutes after the pole was placed there." Now, can the movements of plants be accounted for? When a support has been placed for twining plants why do they reach out toward it? What thing in their near vicinity? If they know there is anything to reach, and that by growing toward it they can find a support? What do they know? Do you ask me if I would make a teacher make a hobby of botany not unless I was a specialist and could not help it! And yet a hobby is a bad thing to have, if its pursuit is not reasonable. Young people after leaving the schools, frequently need something to keep up a permanent interest in, to give zest to life, besides business and society. A hobby that is refining and elevating, that dispels yawning, listlessness, apathy, that leads out into the woods, into the meadows, to the open side, stimulates the gentle mind, and enriches the mind, is not to be laughed at or despised.

I would have botany early and gently taught. As early as the multiplication table, as intelligently as Latin and history, and as continuously as Latin. I know that it always pays to have knowledge of a science that is refining and educating, that cultivates artistic taste by inciting to excellent drawing, and that interests, gives energy, and stimulates to activity, the best part of us.

Three and a half millions of people live always on the seas of the world.

Normal Index Department

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ONE of the most interesting lectures to which we have had the pleasure of listening was the one upon "Alaska" given recently, by Miss Washburn.

Her appearance upon the platform was greeted with enthusiastic applause, and her whole discourse received the undivided attention of an appreciative audience. In a simple but delightful manner, she told of her visit to Alaska, describing the scenery, the people and etc., and dwelling particularly upon her impressions of a prosperous village planted by an earnest missionary to that country.

In conclusion Miss Washburn exhibited and explained a number of curios collected on her trip, and promised to describe, at some future time, one of the most interesting features of the land she had visited, its glaciers.

A storm of applause thanked her for this promise and for the delightful hour she had given her audience.

The astronomical club mentioned in our last issue has proved to be some-

thing more than a momentary burst of enthusiasm. The members of the society meet in room D every other Wednesday, where many interesting observations for the coming two weeks are suggested.

Jupiter has been one of the principal objects of study. This planet, with its four moons may be seen quite plainly, with the telescopes made in the school. And, although these instruments are "home-made," and often decidedly troublesome, the observer, with a little patience and practice, can obtain very good results with them.

One of the events of the past month was Governor Markham's visit to us. He attended morning exercise, and, after the usual chant, was introduced to the school by Prof. Childs. In a few well chosen words he expressed his interest in the school and also in all the public schools of our State. After the exercises he visited the different departments of the Training School, where he was enthusiastically received by the children.

WHEREAS, God in His providence has taken to her final resting place, Mrs. Walsh, mother of our esteemed classmate, Miss Annie Christensen, therefore, be it

Resolved: That we, the members of the Middle B2 class, hereby extend to Miss Christensen and the other members of the family our heartfelt sympathies in this time of bereavement.

Resolved: That a copy of these resolutions be sent to Miss Christensen, and that they be published in the PACIFIC COAST TEACHER.

J. L. BEALL,
EDNA JOHNSON, { Committee.
NETTIE KNOWLES. }

Mr. George Kennan, the noted traveler and writer delivered a lecture in Normal Hall Friday evening, Nov. 20. A large and very sympathetic audience greeted the lecturer and were highly entertained by this speaker who has done more than any other living man to arouse the indignation of civilization against the Czar's treatment of Siberian serfs.

SCIENTIFIC.

The Electric Exhibition at Frankfort-on-the-Main.

From a well-written article on this exhibition in the *Popular Science News*, we glean the following:

The electric exhibition which attracts thousands of people to Frankfort, has interests for all classes of intellect, from the most densely ignorant to the keenly scientific. The sundry attractions offered to entice travelers within its gates seem to belittle a scientific exhibition. Many enter not to see what advance science has made in electric lights, but to answer the jingle of the electric bell, which calls them to the Theatre.

The great engine room almost blinds one with its brilliant lights, while the noise made by the huge engine is deafening. Here may be seen engines of from five hundred to six hundred horsepower, capable of sustaining six thousand lights. A young American electrician, on being asked what he thought of the large engines, replied, that though much used in Europe, he considered them to be a mistake. "In America," he said, "the use of several small ones is preferred to that of one large one," for which he gave the good, practical reason "that the least thing might throw the engine out of gear, and the six thousand lights would be instantly extinguished, whereas if several smaller ones are used, the result of one having to stop for repairs, is not much felt.

Great improvements in lights and appliances to be used for domestic purposes are here displayed. It seems as if proof enough lay before us to convince us that the electric light is, of all the most capable of artistic handling. No longer need we be bound to ugly, flat shades to shade our lights; here

are lily bells, roses, and their petals daintily glowing with electric light. A basket of lilies on the table, of lily, that at a touch from the master of the light, every blossom glows with a softer light. Thus, as the electric light is placed at any angle, we may make it endure stiff, upright candles, or lights can droop in flower, where we like to place them. Thomson and Houston (American) boasts the street lighting of the exhibition. The most interesting thing here, is the mine, constructed in order to show the use of the electric light under ground, and to demonstrate the use of pure electricity, and also of a dynamo which makes holes in a rock, and dynamite for blasting purposes. The electric car, which little advances many people into the mine.

The scientific like to visit the exhibition best, by day, but the tourists rush there in crowds by night. At half-past six, the buildings are lit with lights, and the interior is illuminated. Later, the electric light pours ruby, amethyst, and gold torrents over the rocks and below. Crowds go by motor cars to the top of the tower, to get a splendid bird's-eye view of the city and, of course, of the exhibition grounds dazzling the eye with myriads of lights. The people and crowds seat themselves to drink beer, while the tourists ring people in and out of the theatre and panorama. Such a display is befitting a scientific exhibition, only one of the many installations which should tend to elevate the higher faculties, and not degrade to society for the sake of money.

ASTRONOMICAL PHENOMENA.

We had an excellent opportunity to observe an eclipse of the moon, on the 15th of this month. The moon passed out of the umbra at 5:54 P. M. (San Francisco time), and out of the penumbra at 6:53. Mercury is an evening star, and moves from a position 2 degrees east of the sun, on November 1st, to 16 degrees east on November 30th. It will reach its greatest elongation on December 10th, but will be far enough away to be seen under favorable circumstances, during the last few days of November. Venus is also an evening star, and towards the close of the month, gets far enough away from the sun to be distinctly seen. Jupiter is the most conspicuous object in the evening sky. The following eclipses may be seen in this part of the United States, all of the right-hand limb, as seen in an inverting telescope. D., denotes disappearance; R., reappearance. San Francisco time.

Moon No. 1, R.,	Nov. 13—9	1 P. M.
Moon No. 3, R.,	Nov. 19—5	30 P. M.
Moon No. 4, D.,	Nov. 17—7	5 P. M.
Moon No. 3, D.,	Nov. 24—6	26 P. M.
Moon No. 3, R.,	Nov. 24—9	32 P. M.
Moon No. 1, R.,	Nov. 29—7	21 P. M.

Saturn is a morning star, rising about midnight on October 31st, and two hours earlier on November 29. It is moving eastward in the constellation, Leo. Uranus is a morning star but very near the sun. Neptune is in Taurus near the Hyades group.

Constellations—The positions hold good for latitudes differing not many degrees from 40 degrees north, and for 7 P. M. on Nov. 1, 6 P. M. on November 15th, and 5 P. M. on Nov. 30th. Andromeda is in the zenith. Pisces is to the south, high up. Cetus is just coming to the meridian, low down. Aries is in the southeast at about 60 degrees altitude, followed by Taurus a little

south of east at about 40 degrees altitude. Orion has just risen in the east. Perseus is high up, a little north of east. Auriga is below Perseus, and Gemini is on the horizon. Ursa Major is below the pole star, and Cassiopeia is above, toward the zenith. To the left of the pole star, are Cepheus (above), and Ursa Major (below). Cygnus is about half way up and a little north of west, and Lyra is below it. Hercules is setting on the northwest horizon. Aquila is low down near the northwest horizon. Pegasus is southeast of the zenith, high up, and Aquarius and Capricornus are below it, the latter being just above the southwest horizon. Pisces Australis is low down, a little west of south.

EDUCATIONAL.**MANUAL TRAINING.****Its Aims, Methods and Effects.**

Manual Training in connection with education means the simultaneous development of both the physical and intellectual powers of man. One of the first principles of education declares that all the powers of man should be trained into harmonious action. An educator seldom addresses an audience without basing his argument upon this principle. But alas how few of them have really pointed out the road to this symmetrical training. Ever since the classification of the principles of teaching by Froebel it has been conceded that a link is wanting in the chain of education; that is to say the chain is broken. The advocates of the improved methods of education for many years lamented this condition of things, but failed to indicate satisfactory methods for correcting it. Many of their plans were tested only to fail. Perhaps the first forward movement in this direc-

tion **was** the organization of our present **Kendergarten** system. The next grand **step was** the introduction of **Manual Training**, which has thrown a new light upon **the** educational system of to-day. The **methods** of Manual Training are **daily growing** in public favor; and the **sooner** they are recognized as being in **harmony** with the wisest and most profitable **training**, the sooner will the educational system become a harmonious whole. Most of our institutions of learning are now **hopefully** looking to the Manual Training schools for a newer and richer prosperity.

But what is Manual Training, what is its mission and what its effect? At the outset it would be well to rid the mind of the fallacy that Manual Training bears any close relation to "manual labor" schools, "industrial" schools, or "trade" schools. In a "manual labor" school the work is merely labor, done not for education, but for income. In such a school, producing salable articles is made as important as acquiring an education. The "industrial" school is an improvement on the "manual labor" school for it pays more attention to the development of the intellect, and aims to prepare its pupils for the necessities of life. The name "trade school" tells its own story; it is an excellent institution for boys who wish to learn particular trades; it is a kind of industrial school but lacks the intellectual training.

The Manual Training school is based upon purely educational principles; it has few points in common with any of the labor schools, its aims are higher; its methods broader. There is no Manual Training exercise that fails to train receptive faculties and develop the intellect. Can we say as much for our grammar and answer recitations in grammar, Latin? Canon Farrar says, "If we call education, neglects

some of the faculties of all men, and nearly all the faculties of some men. Our present public school system is "a little of everything," but it does not lead out and develop the mind in the broadest way. It makes a learner rather than an educated man. It fills the mind with facts, but there is no growth of power. In other words, we are likely to form a man of limited knowledge rather than a broad well developed man who is master of himself on all occasions. In fact, the majority of the public schools do not educate in this sense; they substitute learning or book training for life. After four years and then send their pupils into the world with no practical ideas of how to get on.

Mr. John Swett in addressing a graduating class of '90 said, "In the mind, there are many old facts, like mechanics, whom you deem as nothing, who can teach you your own C's" of the necessities of every day. How strangely true it is that our schools fail to give the kind of education so essential to practical life. There has been improvement; but still the mind is made a kind of store-house for facts, and memory is still the chief power. The neglect of self-help and invention is the neglect of the most important part of Personal experience and self-reliance are always dwarfs and memory is the boasting king. The result is a lack of vigor and attractiveness in school work. How shall this be remedied? A careful revision of the program of studies is necessary. There should be more of reality, less of abstract knowledge. Manual Training with its concrete methods will supply the deficiencies and make school work interesting. It should furnish opportunity for personal experience, for action, for the training of the will, for the culture of the emotions, for the development of the creative powers.

The Manual Training schools are unfortunate in not having a more appropriate name, for many of our broadest educational men have the narrow conception that Manual Training, as its name implies, is confined to the training of the hand, but Manual Training means much more than this; it means that practice is to supersede theory; that symbols are to give place things; that experiments are to take the place of mere descriptions; that thoughts and demonstrations are higher than words and theorems; that approximation is wrong, exactness right; that the history of *now* is of more efficacy than that of the past, and that judgment, individually and character are the ripest fruits of instruction.

It is within the last few years that this intelligent view of education is becoming a living reality. At present the Manual Training methods are being used in the teaching of every branch of school work. Not a decade ago the students of physics devoured whole pages of written experiments, studied the *pictures* of physical apparatus, drew them, repeated words about them; now they study the apparatus itself, they handle it, they made it. Now they are led to find triangles, quadrilaterals, circles etc., in nature, of more interest than the triangles, quadrilaterals and circles represented by black lines in the Geometry text-book. They are not satisfied with an occasional trip to Mt. Hamilton to get a two minute glimpse of the moon, but they make their own telescopes and make their own observations of the starry heavens. A few days ago, literature and history were studied by memorizing the full name of each author and statesman, time of birth (day, month and year,) time of death (day, month and year,) what he wrote or did, and when (day, month and year) etc. Now the character and works of celebrated men both of antiquity and of modern

times, are known to be of vastly more importance than when they were born, wrote, died, etc. By our modern methods the student becomes familiar with the thoughts, the modes of expression, the motives prompting to action; in fact they enter into the life of the men they study, and are influenced by them.

You may attribute this marvelous educational advancement to any set of methods, or any system you choose; we care not; this point is certain, it is the outgrowth of Manual Training spirit; that is to say, it is the "study of the thing" rather than "studying about it."

Now we do not claim Manual Training a panacea for all educational ailments, but we guarantee it to cure any school suffering from dyspepsia or any other disorder caused from the excessive use of any one faculty. Now most schools have dyspepsia in some form, they have been feeding on questions and memory until their digestive organs are sadly in need of repair. We recommend a Manual Training diet.

The successful results of Manual Training methods are always apparent; it keeps our boys and girls longer at schools, because they enjoy the work; it awakens a lively interest in school, and invests dull book learning with new life; it gives correct ideas of things and their relations; it is especially valuable in developing mechanical aptitudes and stimulating the inventive faculties; it aids the boy and girl to choose intelligently his path in the walk of life, and it also "prepares him for honest and upright citizenship."

Manual Training means a broad and liberal education, a harmonious development of all the powers, but especially of the hand; for the hand is a power; its skillful use in connection with a wise and cultured brain is man's greatest

power.—Hence our motto—"The cultured mind the skillful hand."

It is rather difficult to give a clear explanation of the mental culture conferred by Manual Training. The old adage, that experience is the best teacher is true: many things are comprehended only by experience. The mental activities involved in a Manual Training exercise are best understood by those who have performed the work. The simplest exercise in joinery furnishes unusual facilities for cultivating the perceptive powers, nor does it fail to improve the memory, the judgment, and the reason. In its power to develop the intellect, Manual Training is on a par with any academic study, and in addition it trains the hand and develops those mechanical and inventive faculties which would otherwise lie dormant. Manual Training is keeping pace with the rapid strides of the nineteenth century progress; its aim is to make self-directed and self-determined men; its benefits are not confined to the one out of fifty, whose education is mainly theoretical, but reach out also to the forty-nine who live by practical labor.

A preparation for the duties and responsibilities of life, should be the aim of our public school system. Our students should leave school well grounded in the elements of a symmetrical character, "with a vigorous healthy body and mind able to put both hand and brain to work, and to enter readily into sympathetic co-operation with the institutions of their country." This is exactly what we hope Manual Training to do. "Its grand results," says Prof. Woodward, "be an increasing interest in man-pursuits, more intelligent more successful manufacturers, more skillful physicians, useful citizens."

JAS. E. ADDICOTT.

ALUMNI.

Miss Margaret Bowles, Jan. '89, has a class of forty pupils, near Watsonville.

Anthony Rose, Dec. '88, is now a student at Harvard.

Jennie R. Mangrum, June, '89, was married in Los Angeles, November 2nd, to C. C. Clealy.

The Colfax Intermediate Department is in charge of Minnie G. Stevens, the Principal, and Julia Sanders. Both teachers are of the class of June '90.

Margaret Clhussen, June '91, has taught for a term of four and one half months at Monterey, Co. She will continue to work next term.

Rose Diedrich, Jan. '90, is teaching at Ukiah, Mendocino Co.

Lillian E. Tucker, May '88, is soon to be married.

Anna Brittan, Dec. '89, has been teaching at Afton, Glenn Co. for two months.

Anna Dunlap, Jan. '91, has taught a Sunday school at Oak Hill.

Bertha E. Morgan, June '91, has charge of the primary department at Corralitos, Cal.

Fannie R. Mansfield, June '91, has a class in Tuolumne Co.

Geneva Sisson, June '91, teaches in the Santa Clara District, Santa Clara Co.

Jennie Hooker, June '91, has a school of about fifty in Potter Valley, Mendocino Co.

A. Mande Robertson, June '91, teaches the primary department of about seventy pupils in Centerville District, Alameda Co.

Minnie E. Townsend, Jan. '90, has begun her second year of teaching in Cordova District, Yuba Co.

Merritt Eley, June '90, is teaching in the Central District, Fresno Co.

Fannie T. Hay, Jan. '90, has a school of about twenty in Bradley, Monterey Co.

Ellen C. Stanton, June '90, is still teaching the primary department of the George Washington school, El Dorado Co.

Maggie J. Lowden, May '86, is teaching in the Clark District, Maria Co.

Carrie J. Christiansen, June '91, began her first term of teaching in the Howell Mountain District, Napa Co.

Edith Whitehurst, Jan. '90, has a school at Campbell's Station, Santa Clara Co.

W. J. Cagney, June '91, has been teaching in the Hollister schools since July 26th.

Ed. A. Nicholson, June '91, is teaching in Watts Valley, Fresno Co.

Sadie E. Morey was married July 7th to Nathan Batchelder of San Francisco.

Miss Cora Poage, Apr. '91, is teaching a pleasant school in Redwood Valley, Mendocino Co.

Julia C. Colby, Dec. '88, is at present teaching at Goodyear, Benicia District, and will soon close her second year's work.

Jennie C. Towns, is teaching very successfully in Middle Fork district Amador county, Her school numbers 23 pupils.

Miss Aurelia Layson, class Jan. '90, is the assistant teacher of the Elmira Solano Co. school. She began work Aug. 31th, '91, with fifty-four pupils, and will have a ten month's term. She reports being "In love with the work."

Miss Fannie Cooper, June '89, is assistant teacher in the Vacaville Solano Co. school.

Miss Emily Eley, class of Jan. '91, is teaching the Buchanan School, near Woodland, Yolo Co. She began work Sept. 14th and "Likes teaching very much."

Miss Minnie Moore, class of June '91, has spent five months in Monument district, Yolo Co. She is regarded as a very successful teacher.

Miss Maud Maddox, June '91 has a very pleasant position as teacher of 32 Primary pupils in the Davisville, Yolo Co. public school.

Mendocino county has nine Normal graduates who are doing splendid work in the school room.

Miss Belle P. Higgins, June '89, is very successfully teaching her second term in Clover district, Yolo Co.

T. J. Phillips, class of '80, is very pleasantly located at Yolo, Yolo Co. He has been Principle of this school for the last three years.

Miss Mattie A. Powell, class of June '89, is pleasantly situated at Brooks, Yolo Co.

Miss Clara March, class of June '89, is teaching near Madison, Yolo Co.

Miss Hattie Cuthbertson, Jan. '90, is teaching a very pleasant school at Cleone, Mendocino Co., Cal.

Miss Jennie Hooke, June '91, has a very pleasant school in Centerville, Potter Valley, Mendocino Co.

Mr. Thos. Roesman, Jan. '91, is teaching, the Navarro school, Mendocino Co.

Mr. Wm. M. Greenwell, Dec. '88, who was for two years the principal of the Mendocino city school and a member of the Mendocino County Board of Education, has resigned and taken the principalship of the Austin city school, Nevada.

Miss Madge Dowling, Jan. '91, is teaching a very successful school in Redwood Valley, Mendocino Co.

Mr. Dougherty and Mr. Roberts, June '91, have organized a debating society where they are teaching. Here every Friday evening young orators may be heard discussing prominent questions.

Mr. J. Bunyan Sanford, Jan. '90, has been teaching a very successful school at Boonville, Mendocino Co., for the past two terms. He has the largest school in the county where only one teacher is employed, his school numbering 70. Mr. S. intends entering the S. F. Business College, during the winter vacation, where he will prepare himself to teach the "Ellis System" of book-keeping and penmanship.

FRESNO CO.

Mary Borden, Jan. '90, teaching at Madera. Della Vandervost, Dec. '88, teaching third term at Riverdale.

Katie Cull, June '90, teaching in Fresno County.

Cecelia Williams, Dec. '83, teaching 7th year in Fresno city.

Gertie Rowell, May '88, teaching in Fresno city.

Ed. A. Nicholson, June '91, teaching at Watt's Valley.

F. R. Cauch, May '85, teaching at Selma, as Vice-Principal.

Mollie McLeran, Dec. '85, is teaching at Walnut District.

Agnes M. Parsons, May '84, teaching 4th year in Fresno city.

Anna C. Nicholson, Dec. '84, teaching in Fresno City, Member County Board of Education.

Mary A. Gee, June '89, teaching in Fresno Co., third term.

George M. Steele, June '89, teaching at Black Mountain, Fresno Co.

Nellie M. Breyfogle, Dec. '86, teaching at Madera, Fresno Co.

Lillian Westfall, June '89, teaching in Fresno Co. Read an interesting paper on "Music in the Public Schools" at the Institute.

Frank M. Lane, May '88, Principal K Street School in Fresno City. Very successful.

Geo. Cosgrave, June '89, 2nd term, Principal at Kingsbury.

Agnes Gillespie, Class May '88, teaching in Fresno county.

Maggie Gillespie, May '83, teaching in Fresno county.

Mrs. D. W. McDonald, *nee* Fannie Hall, May '86, died at her home in Santa Ana, Cal., Oct. 21st, after a lingering illness of a year and a half.

The following resolutions respecting the death of Walter M. Gray, were recently passed by the Fresno County Teachers Institute:

WHEREAS, It has pleased our Heavenly Father to remove from our midst our esteemed friend and fellow teacher, Walter M. Gray; therefore be it

Resolved, That while we deeply mourn the loss of our beloved friend yet we humbly bow to the will of Divine Providence who hath deemed it wisest to take him to a better world.

Resolved, That we extend to the family of the deceased our heartfelt sympathies, and earnestly hope that even so great a bereavement may be overruled by their highest ultimate good.

Resolved, That these resolutions be spread on the minutes of this institute and a copy be sent to the family of the deceased.

F. M. Lane, chairman of committee, Agnes G. Henry, Geo. Cosgrave, Sadie Scott, G. W. Cartwright.

The resolutions were adopted unanimously by a rising vote.

Mr. Gray's death occurred just before the fall term of school commenced. He had expected to teach the Washington colony school, but had been called by death, only a week before he was to begin the work.

CONSCIENCE AND EDUCATION.

There is no absolute standard of morality, what is construed as such being a relative condition, and regarded as good or bad, according to the state of civilization and educational standard by which actions are measured. What is regarded as perfect conduct in one age or under one environment may be rightly condemned under a higher development of the moral sense as a feeble attempt at morality.

What is called conscience is but the result of the *mode* of education. One man's conscience will approve of a given course, when another under a better social and political education will repudiate it as vicious. Among the lower orders of savages and uncivilized men there is apparently no moral standard observed.

What are considered the cardinal points in moral and ethical systems as set forth in the decalogue of the Jews and in the corresponding codes of other ancient religions, are but the embodiments of the results of experience in the earlier developments of civilization.

—Warren G. Benton in *Science Monthly*.

HUMAN LIFE.—A scientist says the average term of human life has increased in the last fifty years from thirty-four to forty-two years.

The longest word in the English language—taking the latest edition of Webster's Dictionary as a guide—is disproportionableness." It has twenty-one letters." Philoprogenitiveness" and "incomprehensibleness" are close seconds.

LITERARY.

WHAT WE SHOULD READ IN THE NEWSPAPERS.

The daily newspapers recount for us the events which have taken place in the world during the last twenty-four hours. How much of this news is worth reading? All that is in a paper may be put under these three heads—first, an account of the deeds committed against the laws of God and the laws of man; second, an account of events interesting to us because of their associations; third, an account of what at the present time is holding the attention of the world. What we read in a newspaper, therefore, will come under one or more of these heads.

Very little time should be given to reading about the wrong-doings of people. Many of the newspapers, however, devote the larger portion of their space to accounts of this kind. Glaring headlines and illustrations catch the eye of the reader, who if he is not careful, will find himself reading down the column to get an idea of what all this is about. Reading, extensively, items which come under this head, will aid us in no way, on the contrary, will likely injure us morally.

We should always keep ourselves informed on what is happening around us—read the news from our own city and State. We derive pleasure from this, and also instruction. But because there has been a grand reception or a brilliant wedding in our midst which we have not attended, is no reason we should pore over the description in the society column for a half hour or more. Likely the only thing we should get from reading them, would be a little discontent over our own lives, and a desire to attend something of the same kind.

What then shall we read? Read what is attracting the notice and holding the attention of the world at the present time—what is not in books, but in periodicals and newspapers. Events which we are reading of now, form the history of our times, which will be read by the next generation as eagerly as we read of the Civil War, or the stormy times that came before those days of carnage and of sorrow. Is it not more interesting to read of the times in which we live and of which we are a part, than of what happened five hundred years ago, or more? Does it not make a difference in your feelings whether an event you are interested in is happening now, or happened some years ago? How provoked we are, when reading a paper, and wondering of the events, to find that it is a week old. This is the century of invention and discovery, and we, as good citizens, should keep up with the world's daily progress.

Whatever we read, we must read intelligently. If an important event occurs in a locality with which we are not familiar, we should not allow this place to be simply a name to us. We should become as well acquainted with it, through reading, as we are with the places around us. We should follow on our maps the route of the explorer, and by the descriptions given, gain a good knowledge of the country explored.

Read, therefore, understandingly, and read that part of the newspaper which will increase one's general knowledge.

M. E. McD.

One half of the people that are born die before the age of 16.

A grain of musk will scent a room for twenty years, and at the end of that time will not show it has diminished in the least.

THE HISTORY OF TEMPERANCE MOVEMENTS.

[The following paper is the first of a series of papers on *Temperance*, the series illustrating the order in which the various divisions of the subject can be most profitably discussed:]

Jonathan Kittredge says, "He who advises men not to drink to excess may lop off the branches; he who advises them to drink only on certain occasions may fell the trunk; but he who advises them not to drink at all, strikes and digs deep at the root of this hideous vice-intemperance, and this is the only course to pursue." Early in this century people recognized total abstinence as the weapon with which to destroy intemperance, accordingly total abstinence societies were formed.

During the Civil War, the work was much interfered with, but has been carried on vigorously ever since—the workers increasing each year.

In 1840, the famous Washingtonian society was organized. It grew rapidly, did some good, but of the 600,000 who joined, 450,000 fell never to rise again. To remedy the defect in this society, the "Sons of Temperance" came into existence. This is the oldest secret temperance society in the U. S. Its object is to secure "total abstinence for the individual, prohibition for the state, and to give permanent rescue to the reformed." In 1845, a few of the "Sons" organized the "Templars of Honor and Temperance." The desire of this society is not only to reform the man but to help him after he has reformed.

The great international temperance secret society is the "Order of Good Templars," organized 1851, in the State of New York, by a few earnest young men. Merely they sowed seed on good ground, or it has brought forth, and is still yielding, abundant harvests. There are, at present, lodges all over the globe,

with a total membership of over 6 million. The "Good Templars" is a religious organization, and its platform is prohibition of the manufacture, importation and use of intoxicants as beverages. The name originated from the comparison of the duties of the ancient military and those of the disciples of temperance. As the former defended the Holy Land for the cher and the interests of religion against the Saracens, so the latter defend Christianity against intemperance. Mr. Kittredge says, "The peaceful influence of the great order is as wide-spread as the earth, and its prayers, and songs, and the influence of its good works ascend to the throne of God where under the whole heavens."

The "Independent Order of Good Templars," "Sons of Temperance," and "Total Abstinence Sons of Temperance" are all financial benefit societies. The sickness and death-rates of these orders are much below those of ordinary societies, indicating that the use of intoxicants has a serious effect on human life.

The need of training the young is recognized by the early leaders. "Bands of Hope," "Loyal Legions," and other "Blue Ribbon" societies are everywhere in connection with churches and Sunday Schools. The "Junior Temples of G. T." and "Cadets of Temperance" are also actively engaged in the cause. The importance of this work cannot be over estimated. "Form the youth and there will be no need of reforming the man."

The "Women's Christian Temperance Union" is an outgrowth of the "Women's Crusade" of 1873. Women's temperance societies were formed in the various crusading states, and, in November, delegates from these societies met in Cleveland, O., and instituted the "W. C. T. U." The society is international, and its work is along various lines. A

different departments of work are of Legislative, Prison and Police, and Heredity, Juvenile, and Scientific Instruction. In the last three the teacher can, with little effort, much. Let us remember that the men of to-day are the men and women of to-morrow, and labor for their

The "World's Convention," held Boston, Nov. 11 to 23, 1891, shows universal interest in the great work of the "W. C. T. U." There are, at present, two branches of the "W. C. T. U." one under the leadership of Frances Willard giving its aid to the Prohibition party; the other with Mrs. J. F. Fosberg as its president, non-partisan. An auxiliary branch of the "W. C. T. U." is known as the Y's, and is composed of young women. Its purpose is to aid the Union, and to be prepared to take the work when the older women shall have laid their burdens down. The "W. C. T. U." is laboring for prohibition, woman suffrage, and temperance education. "For God and Home and Native Land."

Temperance literature and temperance instruction are receiving much attention. There are already two large publishing houses, one in Chicago, the other in New York, and the laws of the states and the nation make temperance instruction a part of the school course, so that the leading publishers of text-books are having their catalogues revised and indorsed by the "W. C. T. U."

The Prohibition party is the only political party having prohibition as a part of its platform. It has come into existence within the last decade, and is growing steadily. It is strongest in the eastern States. As a majority of farmers favor prohibition there is a possibility of the "Farmers' Alliance" taking its place.

Every church favors temperance nearly all total abstinence, and some prohibition. Blair says each church has its society but that of the Baptists is strongest. The Episcopal society has a double basis—temperance or total abstinence. The Catholic societies are "League of the Cross," "The Holy War" and "The Crusade" to suppress drunkenness, "Saturday Night Association" "Catholic Total Abstinence Union," and "Father Mathew Temperance Society." The latter was founded by Father Theobald Mathew, in Dublin, 1838. He was an earnest worker, and, in two years, over 200,000 people took the pledge from his hands. At present, the great leader of total abstinence societies in the Catholic church is Archbishop Ireland—a man of wonderful power and zeal. May he be granted long life to pursue his noble work!

In foreign lands the work is carried on unceasingly. England's strongest societies are the "British Temperance League" and the "United British Alliance;" Scotland's, the "Scottish Temperance League;" Ireland's, the "Irish Temperance League," and "Father Mathew Society." The "United Temperance Society" does much of the work in Canada. As early as 1846, the temperance movement was universal for a World's Convention was held in London during that year.

Side by side with the great movement, has been carried on a lesser one against the use of alcohol as a medicine. It is claimed that alcohol is not necessary in the treatment of diseases. Near London has been established a hospital for the non-alcoholic treatment of diseases of all kinds, and its reports are full of interest.

The great workers in the temperance cause look at the question from all sides, and use every lawful means in their power

to gain the victory. They know, as we ought to, that intemperance steals away health, home, character, all the blessing of life and hopes of heaven, and they are earnestly trying to help those who, "having eyes, see not." Shall we then, who can see, stand coldly by and let our brothers follow the downward path, or worse still be tempted into that path by our indifference! Rather let us join the great temperance army, and earnestly work "For God and Home and Native Land."

THE NEED OF UNIVERSITY EXTENSION ON THIS COAST.

The question of University Education is occupying the minds of all prominent educators of to-day. In the East direct measures have been taken for its promotion by the leading college men, and such Universities as Columbia, Cornell, and Johns Hopkins are taking the lead in this work. Within the last two months, we are glad to record, a Society for the Extension of University Education has been organized in San Francisco. The question immediately arises, why are there not more movements in this direction on this Coast, or is there no need of them?

There is no reason, so far as we can see, why in California there should not be a more extended movement in this direction. Santa Clara Valley is particularly fortunate in the possession of such schools as the University of the Pacific, Santa Clara College, the State Normal School, the Lick Observatory—a department of the University of California, and the Leland Stanford Junior University. In such institutions there must necessarily be some very able as well as popular instructors, and with their aid, societies for the Extension of University Education could do efficient work and

raise the social and literary standard of the community. Besides the schools in this valley, there is the State University at Berkeley, whose instructors are particularly interested in the Society formed in San Francisco and its valuable aid.

In a country like California where many young men cannot afford either time or the money to obtain a University Education, it would be a paying investment for business men to contribute toward the maintenance of such societies. The young men, and adults as well, in their employ would thereby have a better understanding of the work in hand, and in the end the employers would receive as much benefit as the employees.

In this State but one or two girls out of a thousand ever manage to obtain a University Education. What becomes of the others? The greater part of them soon as they finish the Grammar School, find their way into a store or shop, and there live out a monotonous existence. A Society for University Extension in the community would be of great help to these girls; it would give them an opportunity to prove their minds and brighten their outlook in life. But I hear someone say, "The girls are so tired when night comes that they would not care to attend lectures. They want something more interesting." My friend, lectures need not be dry. They may be sparkling with wit and humor and yet be instructive.

Someone else exclaims, "Oh, no! not one out of a hundred of our girls would attend such a thing!" Would it not be a mark of benevolence even though they do not avail themselves of it? Truly they should set us a good example when hearken to Abraham in reference to the destruction of Sodom and Gomorrah, "I will destroy it for ten's sake."

then, fellow class-mates and
 its, when the matter comes to dis-
 in this community, let us say
 we can in its behalf and thereby
 the cause as much as lies within
 power.
 M. A. O.

DO STUDENTS BREAK DOWN?

EVA R. SCHNEIDER.

The subject of the number of students
 are obliged to leave school on ac-
 of ill health is worthy of thought-
 consideration on the part of both
 its and teachers. How many
 women, especially, entering the
 schools apparently in perfect
 are, after an attendance of a year
 or so, compelled to lay aside their
 studies, and return to their homes.
 Some, perhaps, struggle on through the
 year, and at last receive their diplo-
 ma, but at what a cost! Health is gone,
 after many weary months, and even
 years must pass before they are again
 able to take their places in the busy,
 modern world.

The question naturally arises, Why do
 students break down? No doubt they
 themselves are much at fault in the mat-
 ter, their failing health being often
 easily traceable to ignorance or care-
 lessness on their own part.

In the first place, they have inherited
 a tendency, common to all Americans,
 to rush through everything in as short a
 time as possible; and they try to do work
 for a year and a half or two years, which
 should properly occupy at least three

years. Thus they find themselves
 hurried for time, and consequently do
 not get the amount of exercise and recre-
 ation necessary to the preservation of
 health,—the time that should be given
 being devoted to study.

Then, too, the student may not pos-
 sess even average ability. How often
 we find pupils trying to do work, which,
 perhaps through lack of previous train-
 ing or natural ability, they are really
 unable to do in the time given them.
 Some in the class may do the work
 easily, while others require much more
 time, and must do harder work in order
 to accomplish the same results. The
 consequence is, the poorer pupils, if they
 are ambitious, are overworked, and soon
 break down under the constant strain
 made upon them in their efforts to keep
 up with the class.

Worry and nervousness have more to
 do with failure of health than we would
 at first think possible. When promo-
 tions are made to depend wholly upon
 examinations, the student has constantly
 before him the dread of failure; this in-
 duces nervousness and worry on his part,
 resulting, in some cases, in actual illness.

Perhaps a more important cause of
 failure in health is the carelessness of
 pupils. They are constantly disregard-
 ing the most common hygienic laws.
 Some one has said that it is almost a sin
 to be ill in these days, for almost every
 case of sickness is directly traceable to
 the violation of some of nature's laws.

Insufficient exercise, tight, or otherwise
 unsuitable clothing, insufficient or im-
 proper food, irregularity in eating and
 sleeping, careless exposure to cold and
 wet,—these are but few of the ways in
 which these laws are constantly being
 broken. Perhaps a part of what we at-
 tribute to carelessness may be due to
 false ideas of economy. Some students
 seem to think that they are gaining by
 stinting in the way of food and clothing;
 we often find them unprovided with even
 such necessary articles as overshoes and
 umbrellas, forgetting that their gain in
 this way is over-balanced by the loss of
 health that is sure to follow.

What can be done to change this condition of things, is the question that naturally comes to us. The movement that has already been made to do away with examinations is a step in the right direction. Since the plan has been tried in our own schools the students have been doing much less worrying than under the old order of things.

As a rule, but little is being done in our public schools in the way of physical culture. More time should be devoted to this kind of work, and the student should be led to see the importance of this physical training. It should be impressed upon him that the true aim of education is to develop the physical, mental, and moral powers into one grand harmonious whole; and to do this, each power must receive its proper amount of attention and cultivation.

The student should be taught to treasure health, this greatest of God's gifts to us; and, if he have it not, let him strive to attain it, that he may successfully accomplish his mission in life, and truly merit the "Well done" of the Master, at the close.

ALL SORTS.

Who was to buy a marriage license?

A Sailor's Dream—To-land is O, so sweet.

O-neal no more Holland; those days have passed.

Who is the Y. M. N. D.'s poet? Brudder Preston.

Ask W— about the President's incumbrance, he knows.

Mr. H. is still engaged in his old pursuit of a Farmer.

It's S-queer but Will makes a splendid school-master.

We had quite a number of animals and inan-objects in the drama. Drake, Leach, all (bell), Hart and "Moore" than I.

What made the boys down on the month, Friday night, Nov. 13?

"Not that I love you less but I love Will Mo(o)re."

What age does a certain Middle B1 young lady most admire? Parsonage.

What kind of a metal insects did they have in the drama? Nickle bees.

Senior girl—"Excuse me this morning, I not read because I have no pencil."

Is it possible to buy anything for cents and sell it for dollars? Yes, real estate.

The Middle B3 young ladies will never again use "when" when they should use "if."

The Middle B3's are very proud of the honor of making shavings for the Governor.

Brilliant General History pupil—"Cleopatra was contemporary with Shakespeare."

Drawing teacher's advice to his class—"Go to the Book stores and ask for fifteen cents.

What did that Junior A1 young man mean, when he remarked, "I knew it would come?"

At recess Friday, Miss T. threw a bean bag which Addi(e) caught (cott) most gracefully.

A certain Senior A can't understand what the young lady means by "Meditated Villainy."

When Normal boys go serenading they should take care to sing under the right window.

Some of the Middlers were very much hurt to find their manual training exercise in the rubbish heap.

Anyone wishing to know the cubical contents of a graduate, inquire at the chemical laboratory.

Who is the Senior young man who finds it difficult to "get" the word when talking to his Darling.

The Senior B's feet are growing large from too much exercise. If you don't believe it ask Prof. Elwood.

Mr. P. certainly reminds one of a fairy vision as he floats through the laboratory in his chemistry gown.

Training School pupil speaking to Middler—"We are doing finely in Geometry. Our teacher says that we don't get any farther from the answer than you do."

"What is home without a mother?"

What's a Senior without a motor?

Ask Miss Armstrong what the principal grains of California are.

"When is cake red?" "When the sun's rays strike my head, and are reflected upon it."

Why did Smike seem to enjoy the latter part of the drama? Because his H(e)art was in it.

One of the Senior B boys constantly murmurs, "How i(e) did it, How i(e) did it, she can only tell."

Much to the disparagement of the girls, we must acknowledge that the Be(a)ll(e) of the Normal is a boy.

One teacher was heard to say to a class—"I wish you could all write shorthand and I could read it." We don't.

Middle A2's are well supplied. They have a Cunning-ham and a Wood-ham. The worst of it is they are Rawdon(e).

The Middlers rejoice in the fact that although their singing is not of the finest quality it is superior to that of the Seniors.

One of the Middle A2 young ladies has evinced a sudden interest in Zoology; at present she is studying the Drake.

Who is the enthusiastic History student that has transferred her interests from the Stone Age to the Stone year (ier.)

The Normal premises are said to be haunted. Prof. H. has proven that this is true as ghosts have appeared in his photographs.

A certain girl in the Middle B drawing class admitted that when she wanted a house she would not put her intentions on paper.

Manual Training Room benches in great disorder. Teacher—"Who do you suppose has been here?" Students—"O, the Seniors!" "Right."

Slang is a monster happy-frightful bird
That to be hated needs but to be heard,
But heard too oft, familiar with its sound,
We first endure, then like and then expound.

It was remarked in one of the classes that some people always grow sleepy when reading "Paradise Lost." One young lady said that she thought it would be too warm to sleep comfortably.

Who can account for the peanut shells around the piano? Those girls who lunch in room R.

Monitor—"Present forty, left class one, total thirty-nine." The Juniors have a new Arithmetic.

Who is the Senior B young man who has gained a Normal wide reputation by his ability to filibuster?

Who is the Junior B young man who can't make his exit from Botany without the assistance of Miss D.?

The Y. M. N. D. S. better pay more attention to their quotations, for instance;—"What is so fair as a day in June—Byron."

Although a Middle B2 young gentleman has not a record in Physics, he fully realizes the fact that two bodies can not occupy the same space at the same time.

Will claims to be counting shooting stars, but he seems to be fascinated with the haunted house on Tenth atreet. If he isn't more careful, by George, he'll get Prest-on.

Small boy—"Say, there was a most terrible noise over in the Normal this evening; it sounded as if the janitor and his wife were having a fight." Normal girl—"Why, the idea, it was the students practicing for the drama."

Wanted—A few Normal boys to catch frogs and sell their hops to the brewery or, if they do not care to pursue this line of work, they can find pleasant and profitable business putting tomatoes on the railroad track for the late train to catchup.

A Zoology student is putting her work in that subject to good use. Instead of hackneyed exclamations, she now exclaims *Aspidiatius perniciosus* or *Icerya purchasi*. It relieves her feelings, fixes the words in mind and lets her pet by-words remain in innocuous desuetude.

Some time ago, four of our worthy Juniors went botanizing in the suburbs of San Jose, and, among many other specimens they found four they could not classify. They, therefore, considered them new plants. Acting on the suggestion of one of the party, they decided to name the plants for the members of the party. We give this because it may be interesting to our future Juniors to know the history of such names as, *Hancockia*, *Brownia*, *Harrisonia* and *Hudsonia*.

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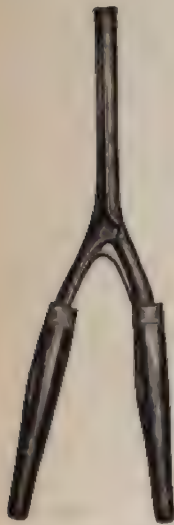
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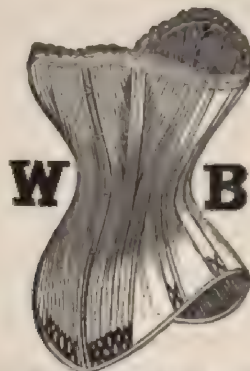


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The Pacific Coast Teacher

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MANY INSTITUTES THIS FALL have adopted resolutions condemning our State Series of text-books. As the sentiment against these books is so general, something more should be done than the mere passing of condemnatory resolutions.

If relief in this direction is earnestly desired—and, judging from the views so freely expressed by teachers in most of our county institutes, it undoubtedly is, for teachers like the rest of mankind will suffer evils so long as they are sufferable, action, then, decided and authoritative, is the next step that should be taken. The State Teachers' Association, soon to convene at Riverside, is the body that can best make the movement general and give it dignity, authority, and life. Without the "action" of this, or a like body, the "resolutions" of institutes will be meek and harmless things.

A representative committee should be appointed to find out by correspondence with the teachers of the state in what particulars these books are deemed faulty.

After this had been ascertained, their revision would be an easy matter, since the "revision" in some cases, would mean an entirely new book.

Something in this line was attempted

a year or so ago, but the results were so meager because of a lack of vigor in the movement, that they have never been utilized.

It now remains to be determined if our teachers will build at Riverside what they have planned in their homes, and push to some result the protest that has been made against the work of the State in the matter of text-books.

We should be glad to receive the opinions of our readers upon this matter, as we believe that a discussion of this question would be most profitable.

WE HAVE RECEIVED DURING THE past ten months a number of Institute programs. Some of these programs were quite elaborate affairs, consisting of several pages of heavy book paper and apparently quite expensive. In marked contrast to these, was the program from Solano county. A simple four page letter sheet, called the *Institute Bulletin* abounding in advertisements and published each day of the Institute.

Sup't. Webster's example might be profitably followed by others, for by printing a program of this character, Mr. Webster clears from one to two hundred dollars annually. This is turned into the Institute fund and secures one or two first-class Institute conductors.

RELATIVE TO THE CALIFORNIA Teachers Association which convenes for its twenty-fifth session at Riverside on the 28, 29, 30 and 31 inst., a word might not be out of place.

Teachers should feel it their professional duty to not only be a member of this association but to attend all its sessions. It is a duty they owe themselves as well as those whom they serve. A good representation at these conventions is absolutely essential to their success.

Of late years the Association has not been the educational power it should be. There are at present at least two very important questions, that should be given some sort of a solution at this session. First, the question of State school text-books and, secondly, the best course of study for our new High schools.

The programme sent out shows that the ablest Pacific Coast educators will be present. Let the convention turn these minds upon the questions most needing solution and the result will be far more satisfactory to all concerned than any "preachment" session can be.

WE TAKE PLEASURE IN CALLING THE attention of our readers to the leading article in the *TEACHER* this month—the discussion of the question of teachers' pensions. The subject-matter of the articles which make up this symposium is an embodiment of the mature thought of educators who stand among the most progressive and thoughtful in coast educational circles. As such, the opinions given will undoubtedly receive the careful and general consideration which they warrant. It is extremely gratifying to us to know that our readers appreciate the plan we have adopted in taking up questions of educational interest and truth-seeking basis. This idea is an innovation in coast educational literature, and it shall be our aim to maintain it the strong and characteristic feature of this magazine.

INTERESTING INSTITUTE REPORTS from Fresno, Mendocino, and Yolo counties which were crowded out of this number will appear in our next. You will always find something helpful in these reports as we aim primarily to give a resume of the "thought work" of the session.

A NEW HISTORY.

Ordinarily when one examines a new text-book he is spared the pleasantness of a surprise, and, indeed, does not expect one, for it has grown to be quite the custom to look for nothing more in text-books than the merely conventional in a new dress—the same harsh Mr. Toil in another guise.

It is a pleasure to occasionally find something new—to make a discovery. A work entitled "An American History," compiled and written by Prof. Earl Barnes of Stanford University, and his wife, Mrs. Sheldon Barnes, a lady prominent in Eastern educational circles, is a revolution in text-books on History. The special feature of this work is the prominence given to extracts and adaptations from documents, charters, inscriptions, newspapers, etc., in a word from the *sources* of history and as nearly direct as practicable. The vast array of references given is open proof of the amount of labor involved in the preparation of the work.

The book deserves a wide sale for, if it is not to be the coming history in our schools, it, at least, sets forth the plan that shall govern in the making of that future text-book.

PLACER COUNTY INSTITUTE.

The Placer County Teachers' Institute convened at Auburn on the 3rd of Nov. with County Superintendent O. F. Seavey in the chair. Wm. R. Bankhead and F. A. Duryea were elected secretaries.

State Superintendent J. W. Anderson was introduced by Mr. Seavey as was also Mr. C. B. Wakefield, Supt. of Eldorado county.

In his address to the teachers, State Sup't. Anderson said that the enthusiasm

generated by the Institutes of the State was doing an immense amount of good. He also said that the southern part of the state was about 25 per cent. ahead of the northern part, although the teachers were equal.

He recommended the purchase of supplementary books for the library instead of the other class of library books. Teachers should be well supplied with reference books in the higher grades.

He gave the eight following reasons why teachers fail in their work:

1. Failure to study the general plan of school management.
2. Failure to study the character and needs of the pupils.
3. Lack of system.
4. Lack of purpose in the work to be done.
5. Failure to teach the pupils how to study.
6. Lack of thoroughness in teaching and training.
7. Failure to obtain mastery over themselves.
8. Inability to interest pupils.

Among the thoughts expressed during the season were the following:

Many misunderstand the idea of composition. They think it must consist of a long dissertation when it should consist of the expression of the pupil's own idea in his own words.

There is far too much talking done in these days. It is all class work and no individualization of the work. The teacher does too much talking.

In the study of arithmetic, more pupils fail from incorrect work than from ignorance of the principles involved. Make the pupils familiar with the process, then give them the reason.

The arithmetic is the best reader in the school-room.

"Deliver me from a knowledge of a

pupil's disposition as obtained from his parents."

Every teacher is weighed by his pupils; not by Avoirdupois but by Troy.

The evil influences all around children counterbalances all the moral teaching we can give them. Unless we can get at the older people, we can't reform the younger.

The parents are the true educators, but the subject of true education is woefully neglected by them.

"If you want your children to be good, you want to go that way yourself two or three times."

If we would read history a great deal more and study it a great deal less, we would know a great deal more of it.

The following list was given by one of the teachers:

sutures	synecdoche
parietal	diaphanous
gherkin	supersede
diphthong	intercede
sassafras	ubiquity
delectable	fatiguing
crustaceous	fascinate
forensic	vacillate
acerbity	lacerate
psychology	acolyte
sybarite	farina
phylactery	ecstasy
mausoleum	sedgy
isosceles	manœuvre
cicatrice	exhalation
curricule	meretricious
imbroglio	idiosyncrasy
solstitial	Pyrenees
cataclysm	joist
abscess	silhouette
numskull	impassible
kidnaper	schedule
abrade	amerce
tourmaline	carnelian
babbitt	xylophagous

The discounting of teachers' warrants was discussed, and the opinion vigorously expressed that the teachers should stand up for their rights. Teachers should be treated in this matter as well

as are the county officers. It was recommended that the next Legislature be petitioned to pass a law making the school term distinctly ten months long.

The following set of resolutions were adopted before the Institute adjourned:

Resolved, That the next County Institute be held outside of the City of Auburn, and that all the other districts be invited by the County Superintendent to compete for the privilege of having the Institute convened in their midst, and also that the County Superintendent is respectfully requested to call the next County Institute in the district offering the best inducements.

Resolved, That it is the sense of this Institute that there be no subdivisions in the examination questions of pupils, and that the subjects of arithmetic and grammar be materially shortened.

Resolved, That where necessary, two weeks be allowed for the examination and half day for correction of papers.

Resolved, That while we approve and heartily indorse the system of the State printing its text-books, still we do not believe the present text-books meet the requirements of our schools, and they therefore should be revised.

SAN LUIS OBISPO CO. INSTITUTE.

One of the most interesting and instructive institutes San Luis Obispo County has ever known was held at the county seat, October 6th, 7th and 8th. It was marked by a spirit of enthusiasm on the part of both conductors and teachers, and we think that if the farmers who are sometimes heard to complain because they are taxed to pay the salaries of the teachers during Institute week had been there, they would have become convinced that it is not a grand "play day" for teachers.

Of the one hundred sixteen teachers in the county, thirty-two are Normal graduates, many of them being from the late classes. County Sup't Armstrong is ambitious to have the schools of his county

take a high rank, and we have heard him express himself as being much pleased with the work of the Normal graduates.

The conductor of the Institute was Dr. Eli F. Brown, and his talks were both practical and inspiring. The Institute was in reality a school-room, and the teachers were pupils learning from a true teacher. At first they were so very much like children that they were surprised and frightened into silence when Dr. Brown called upon them for their individual opinions. But with the firmness of the experienced teacher he insisted that the one called upon should at least rise to her feet immediately; and then by means of gentle tact and skillful questions he soon succeeded in getting ready answers from even the shyest.

Ere long the enthusiasm of the teacher aroused one and all, the conventionality of the public assemblage vanished, and the spirit of the school-room pervaded the place. The enjoyment that we experienced in thus again being pupils for a time and being led by a skillful and earnest teacher made us resolute to try more determinedly than ever before to give the same joy to those whose minds we are guiding.

All that was said by Dr. Brown was helpful; but we will give a few of his sayings that seemed especially good: "Our business is to evoke thought. If we can't do that we are failures.

The teacher's crown of glory is in the minds he can stimulate.

Reading consists of impression and expression.

Reading, and the thinking and feeling that ought to go therewith, is the most important work of the school.

Primary reading is best when it is most like the conversation of children and is interwoven with the language of the child.

The geography is not in the book. Use maps and pictures and artificial globes, but don't forget that there is a *real* earth. The common errors in geography are, 1st: Too much detail. The main features are few and must be learned. 2nd: Too much disposition to memorize geography without thinking. 3rd: Too much vague indefinite work.

The Geography of the Atlantic coast is more important as a preparation for history than is the geography of the Pacific coast. Geography and biography are the two fore-runners of history.

You are to control the school as a great working body. You may check disorder but you will not threaten. "Thou shalt not" is a temptation to do. Don't scold. Don't overwork yourself. Don't fret. 'The horse that frets is the horse that sweats.' You need to know how to rest. Sleep all you can. *A teacher needs to be as well taken care of as a race horse.* Physical endurance is the basis of control in school. In governing use a happy combination of kindness with very great decision." Other interesting subjects taken up were "Morals and Manners" and "Physiology and Hygiene." In connection with the latter, a short but interesting discussion sprung up as to what out door exercise is suitable for girls. The feeling of the ma-

jority of the teachers seemed to be that the girls have free, unrestricted play and healthful, vigorous exercise in order to fit them for noble womanhood. Dr. Brown said, "My little girl of fourteen goes to school only half of the year that she may run wild over the hills the other half of the year—with *her father*, and by reason of her superior physical strength is enabled to do the work of the ten months in five."

The lecture on "Some Remarkable Women" by the conductor was of special interest, not only for the information it gave us but because it showed us that Dr. Brown is a true friend of woman, a "knight of the modern chivalry."

Another great treat, which Mr. Armstrong provided for the teachers, was an evening lecture by Prof. Griggs of Stanford University. The subject was Emerson. The discourse was scholarly. To say we were instructed and entertained would but feebly express our feelings. We were carried up, up, away from the petty cares of life into the pure atmosphere of truth which Emerson breathed. It was inspiring; it gave us a glimpse of the real meaning of life and a determination to be truer to ourselves, truer to our God.

The next day we were favored with a talk on Literature by Prof. Griggs. Here

❀ OF INTEREST TO CALIFORNIA TEACHERS. ❀

"Let me say that **WRIGHT'S NATURE READERS**, to which you refer, are published by D. C. HEATH & CO., BOSTON, MASS. If your local dealer cannot get them for you, write direct to the publishers. They deserve all I said of them in that article, and more. We buy them in sets, and the city owns them. Each teacher of the second (year) grade uses No. 1 for one half year; the third grade teachers use No. 2 for a half year, and the fourth grade teachers use No. 3 for the same time. They may be used in connection with the School Readers, although they are greatly superior to any series of School Readers with which I am familiar."

Very truly yours,

WILL S. MONROE, Supt. Schools,
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are a few of the many clear ringing truths that he uttered. "Literature—thought and feeling expressed through language and art. You can not teach literature unless you know literature; you can not inspire thought unless you can think.

If life is to be worth any thing, it must be full and rich and deep. There must be constant growth and progress. It is not how far you go to-day but *that* you go. What you need is not the opportunity for study, but study. Study no thought that is not above you. We must look up to the masters and sit at their feet and learn of them. The accumulation of facts is not needed; what you want is to come in contact with men and men's minds. Any thing for which you can not see a value in your own life is not of any use to you. You are not ready for it.

You can not take a block of wood and make a teacher of it by putting a method in it. To have a teacher you must first have a man or a woman.

Every great work is the embodiment of the life of a man, of the life of an epoch, of the life of a race, and of the tendencies of humanity."

In addition to the work spoken of above, there were several excellent papers by teachers of the county.

At the opening of the Institute Dr.

Brown said, "You will get out of this Institute just what you put into it." We got vastly more than that. The amount of earnest thought and true feeling which we put in was given back to us with interest compounded every minute, and we went back to our schools with higher ideals, with an increased store of enthusiasm for the work and with a deeper interest in the little child.

Education, in the American sense, is the perpetual activity in every region of personal, social, and civic life of all people; each man, family, community, State, striving to make the best of itself in every way opened by the advancing opportunity of the generations.—A. D. MAYO.

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TEACHERS' EMPLOYMENT AGENCY.

To School Superintendents, Trustees, and Members of San Jose State Normal School Alumni Association.

At a recent meeting of the Alumni Association of San Jose State Normal School, it was decided to organize a **TEACHERS' AGENCY** in connection with the Alumni Association for the purpose of furthering the interests of its members, and also securing to our schools

GOOD EXPERIENCED TEACHERS.

Any Board of Trustees desiring to secure the services of a good Teacher may do so by writing to the undersigned, stating length of term, salary, etc.

Any member of the Alumni Association securing a position through the agency of the Association, will be charged Three Dollars. The same to be paid on taking charge of the school, to defray cost of advertising, telegraphing, etc. Any surplus left will be placed to the credit of the Alumni Association. **NO CHARGE FOR REGISTRATION.** Send in your Name, Name of Class, number of years experience, etc

Address all Communications to { H. G. SQUIER, Principal Reed Street School, San Jose, Cal.,
Or C. W. CHILDS, Principal State Normal School, San Jose, Cal.

The Pacific Coast Teacher.

VOL. I.

JANUARY, 1892.

No. 4.

EDUCATION IN THE HAWAIIAN KINGDOM.

A Survey and Outlook of Progress Among the Natives. — Civilization
Deposing Savagery.

By "KANAKAOLE."

"O earth, what changes hast thou seen!
There where the long street roars, hath been
The stillness of the central sea."

IN perusing this brief outline of education in the Hawaiian Islands, one must bear in mind the many differences of climate, occupation, and social conditions that exist between California and the Island Kingdom. The writer's aim shall be to give only a general survey, with such details as may seem necessary to clearness; stating the facts that have come under his observation, and allowing the California reader to contrast or compare with home conditions.

All public schools of the Kingdom are under the management and control of one central "Board of Education" resident in Honolulu. From this Board, directly or through its agents, and subject only to the national legislature, emanate all rules and regulations relating to public schools. It secures lands, builds houses, furnishes apparatus and supplies, prescribes course of study, fixes salaries, employs teachers, and performs all duties usually assigned to State, County, and District school officers. To it only is the teacher responsible, and to it must he look for help, pay, appreciation and ad-

vancement. This should not seem remarkable in connection with the fact that the whole kingdom contains little more than six thousand square miles and less than one hundred thousand inhabitants, with one hundred and seventy-eight public schools, three hundred and sixty-eight teachers and ten thousand pupils. Private or Independent schools number forty-eight, teachers one hundred and thirty six, pupils twenty-six hundred. Further, one must know that of this population only a small portion is white, that many whites and nearly all natives are unwilling or unfit to take part in public school affairs, and that consequently in many districts it would be extremely difficult, even quite impossible, to secure capable and efficient officers corresponding to our County Superintendents and District Trustees.

The pro's and con's of centralized school management can not here be discussed. Suffice to say that at present it seems a satisfactory plan in Hawaii; and, with a Board composed of educated, progressive gentlemen, secures to the people

an excellent and constantly-improving system of public instruction.

The "Inspector General," acting under the Board, is the superintending officer. His duties are to visit all schools once or twice a year, examine the work, make corrections and suggestions, enforce course of study, and make condensed reports, embodying his opinions and recommendations to the Board in Honolulu. Upon these chiefly depends ones reputation as a teacher. The present Inspector, Mr. A. T. Atkinson, a man of long experience in the profession, is a kindly and helpful hearer of teachers' difficulties. Being thoroughly acquainted with the conditions of teaching there, he is eminently fitted to advise.

For governmental purposes the Kingdom is divided into twenty-three departments, each organized also as a school district. These of course vary greatly as to number of schools, teachers and pupils. In each is a resident Agent, appointed by the Board and holding office at its discretion. Some have been in service more than twenty years. They have charge of all school supplies, building and other property, act as financial agents and sometimes pay teachers' salaries. Sometimes they are also "Government Physicians," as such being entrusted with the general health of schools, vaccinating and other measures to prevent or check epidemics, examining those suspected of being lepers, and distributing to natives medicines which are supplied free by government. Schools may be divided into Public, Semi-public and Private. Of the first division some are "Free," others "Select." The latter are maintained for children of well-to-do parents, generally Americans, English, Germans or educated Hawaiians. The name expresses their nature and object. Their pupils are kept as much as possi-

ble to themselves, not being allowed to mingle with the poorer children of the "Free" schools. This is to avoid moral contamination and the numerous rather unpleasant diseases sometimes prevalent among the poorer class, and not from a feeling of caste or pride of wealth. Instruction is in English, with a standard equal to that of an average American school, of course, however, depending upon teachers. When it is not possible to maintain such schools, white parents teach their children at home, employ tutors or governesses or send the children to Honolulu or abroad. Seldom are they sent to "Free" schools.

By Semi-Public are meant those schools supported in part by private donations or subscriptions, with sufficient government aid to supply deficits. Under this head are included Girls' Boarding, Boys' Training and some High Schools. Into the first, native girls are admitted, the best and most promising, at all ages below fifteen or sixteen years. Parents are expected to defray at least part of the expense. Instruction is given in the common English branches house-keeping, cooking, sewing, fancy needle work, with some music, painting and drawing. It is the intention to fit them to make better, neater, more refined homes than are now common among natives, and they often pass from the seminary directly into married life. Discipline is not close or severe, though pupils are always under care of some teacher and are allowed to visit home and receive visits only at stated times. Of course it is part of the teacher's duty to select company for pupils, and, not seldom, to bring about "good matches," especially for such as are without suitable homes or female relatives. Even one is now ready to admit that these institutions have done and are doing a

ment work, and that upon them depends the growth of true home long Hawaiians.

In similar plan are conducted the Training Schools. From the various districts the brightest and best boys are selected, with the advice of teachers and others interested in their advance-

ment. They are taught good personal habits, ordinary English branches, how to sew, to make themselves useful around the house, to handle tools, to enter some trade or occupation fitting to be useful, industrious citizens. The graduates are now proving the extent of their training and demonstrating the fact that Hawaiians are capable of learning and applying some of the sciences and useful arts.

These native training schools constitute the most fruitful agency for the intellectual and moral elevation of the people. Most influential in this work are the Kamehameha Training Schools so recently endowed by the late Princess Bernice Pauahi Bishop. Mrs. Bishop had become heir to the vast estate of the royal house of the Kamehamehas and devoted her entire inheritance to the endowment of an Industrial and Training School for boys, and also one for girls. In this work the Princess had the earnest aid and advice of her husband, Hon. Charles R. Bishop, President of the Board of Education. Mr. Bishop is using his great wealth in a manner that shows unbounded faith in the power of education as the only true power of mankind. His latest venture is the Museum of Hawaiian and Polynesian Antiquities, located in one of the schools recently founded.

The High School course is much as in America, but the natives who gain admission are only those having uncom-

mon advantages or possessing extraordinary aptitude. Private schools are supported by different missionary bodies and are, therefore, denominational. The ordinary course of primary and grammar grades is taught in connection with religious instruction according to sect. Catholics draw principally from the Portuguese element, now large in some districts; while others devote their energies mainly to Chinese and Japanese. With complete control over all educational institutions supported by government, the Board has only divided authority where private aid is joined with national, and none at all where it gives nothing to the financial life of the school. It may, however, enforce attendance for full term. That is, if children enrolled in private schools absent themselves without good and legal reason, school officers may compel their attendance either at their place of enrollment or at the nearest public school.

Formerly the medium of communication, the only current linguistic coin, was Hawaiian. English has steadily gained ground, however, till at present one without knowledge of any other language may with little difficulty pass from end to end of the Islands. All legal documents and state papers for publication are printed in both languages. While Hawaiian was used in business to the exclusion of other languages, it was taught in nearly all schools. Competent teachers of English were then hardly to be had. To-day, however, not more than seven per cent of all pupils are taught Hawaiian, while ninety per cent are taught English. It is the aim of those in authority, and usually the wish of parents, to substitute the latter as rapidly as possible.

This transition state greatly increases the difficulty of teaching. After living

among natives six, eight or more years, hearing only Hawaiian, acquiring its words, idiom, peculiarities of accent and pronunciation, possibly being taught at school a year or two in the same, the child comes to the teacher of English to follow a course of study in a foreign language. All his names of things, all his ways of saying things, must be laid aside and new ones learned in their place,—and from one who can not talk with him. His vocal organs must be adapted to new sounds and combinations (some at first entirely impossible), and this while he is in a new world—the school. He learns a word, a sentence, a dozen of each; but how shall he tell his thoughts, feelings, wants to that person with the strange clothes, stranger skin and strangest language? He struggles along, picking up a little here, learning a little there, till he can understand and (by one well initiated) be understood. But the arrangement of phrases, of clauses, of sentences, the sounds and accents of words, their innumerable perplexing forms and modifications—all these are hopelessly, and perhaps forever, confused in his poor little brain. He has none of them (almost) in his own language—and that is the one he knows. He *will* arrange his new words as he arranges the old; he will use their different forms indiscriminately. But what of the teacher? He must have patience, system, drill; drill on what would seem insignificant, drill on what an English-born child learns from the cradle, drill every day, every hour, every lesson. This little, dirty, brown-skinned stranger comes to you five days in seven, four hours a day, and struggles and gulps and stutters over your unpronounceable words; then goes out to his play, to revel in the freedom and music of soft, flowing vocals and labials and linguals. No

wonder he leaves his "English" in the school-room and uses it only on compulsion.

This is only one, though perhaps the greatest, of the difficulties in Hawaiian English schools. Others will become apparent as different topics are discussed.

Theoretically (on paper) the public school course of study is similar to that of a California county; but actually the average of attainment is much below, especially in general culture, information, broadening of ideas. Every thing of this nature the child must get at school. At home he seldom finds a book, a picture, any of those comforts, conveniences and small luxuries that have now become necessities and potent educators all over America. True, every Hawaiian reads, but nearly always he reads only Hawaiian news in Hawaiian newspapers. Of the world outside his island home he knows nothing. A trip to Honolulu is a long-remembered wonder. This, it must be understood, applies to the laboring classes of country districts, those whose children attend "Free" schools. Among the few natives of wealth and position, mainly descendants of the old chiefs and nobles, very different conditions exist.

More than half of all public school pupils are Hawaiians, one sixth are of mixed blood, or half-castes, and one-fourth are Portuguese. Chinese, Japanese, South Sea Islanders, Scandinavians, etc., make up the remainder. The relative proportions of nationalities vary greatly, but in most of the larger schools nearly all of the above elements are represented—possibly several more.

Attendance is compulsory forty weeks each year from six years of age to fifteen. Many defeat its provisions in part, however, by sending younger children, thereby securing their earlier release. A sys-

tem of birth registration is intended to prevent this.

Allowing for difficulties of language and for lack of home culture, it is still perhaps true that the average of intelligence is considerably below that of American children, especially among those whose term of school life is nearly over. Very possibly, even probably, school methods are to blame for much of this. In some respects, I believe, the Hawaiian is superior to the Anglo-Saxon. Nearly every one readily learns music, writing, mechanical number work and drawing, particularly copying. They have much greater difficulty in applied numbers, in grasping and assimilating ideas, and in original work of all kinds. One may say they are more essentially imitative than inventive, more inclined to follow than to lead. Even full-grown men of Herculean build and splendid physical presence are almost childish in ideas. No doubt generations of oppression and ignorance thus leave their impress in the minds of the people. The Hawaiian's most marked characteristic, the one oftenest noted by visitors and residents, is his love of laughter, his fondness for pleasure in any form, his easy, careless, improvident, indolent way of life. He feasts to-day though he fast to-morrow. It may be that the needs and competition of civilization, even in that tropic land, will correct such faults though ingrained by long centuries of savagery.

A lover of display, of bright ornaments and gaudy colors, the native is still not over fond of neatness or personal cleanliness. He spends hours in the water, but his hands, face and clothes are often far from clean. Teachers frequently find it necessary to have daily morning inspection of hands, faces, hair and clothes. Many, to avoid the inevitable combing,

clip the hair close to the head. Girls are little, if any, better than boys, often coming to school with dirty face or matted hair, and rarely showing pride in neat clothes, smoothly brushed hair or pretty pieces of ribbon. Gaudiness overlaid with dirt, is preferred to simple neatness. It is only the savage instinct still asserting itself, and one should not expect the child to rise much above parent, home or schoolmates.

Morals are not superior to manners. Honesty is none too common. Home life as we know it has no existence except among the few. Many of the white man's vices have been mingled, in nature's essentially animal, with the remains of savage customs. Still there is little of the hardened desperate "hoodlum" element; and offenses may be classed oftener as sins against morals than as crimes against law. They are more remarkable for their petty frequency than for their alarming enormity, and are attributable to a generally low, lax moral standard rather than a prevalence of criminal instincts.

The great majority of schools may be called country schools, there being outside of Honolulu only three or four places deserving the name of towns, and they made up principally of those with whom teachers can have no social connection. Just here is one of the greatest difficulties of teaching. For various reasons one can not visit parents at their homes and receive visits from them as in America, for they do not form the society of a district and are seldom admitted to it. This is composed of resident whites, usually of two or more nationalities, often much scattered, not seldom few in number, and sometimes (with or without reason) very exclusive. One must take his chance of securing comfortable board; but most families pre-

fer "not to be burdened with boarders," and many will not. Therefore one is generally compelled to accept whatever offers, and in many places teachers board themselves in houses built or bought by the Board for that purpose. House-keeping has its peculiar draw-backs, among which may be mentioned difficulty of buying and preserving suitable provisions, and the countless swarms of annoying and destructive insects.

Nearly all school buildings are neat and substantial; but a great part of the furniture is poor, apparatus scanty, libraries small or unknown. In one district of seven schools, the largest with one hundred sixty enrollment, there was not one library—nor any prospect of one.

Salaries to competent teachers are somewhat better than in California, but not proportionally higher than expenses. If satisfactory work is done, positions are secure, with generally an increase of salary after the first year. Most of the desirable positions being filled by competent men and women, chance for advancement is not so good as it once was; but faithful work will not go unrewarded. If one has sufficient of the educational and missionary spirit, he can find in "The Islands" ample room and opportunity.

There is still a long road before the Hawaiian on his way to enlightenment. At present he is barely civilized—in unfrequented districts only semi-civilized. To bring him abreast of American civilization he must be made familiar with home life and its comforts, its literature and intellectual force, its social and moral elevation.

Books, magazines, libraries must become common; temperance, honesty, virtue must be made prevalent. More and higher wants must be created in his nature, and he must be given power and opportunity to satisfy them.

The following figures from the report of the Hawaiian Board of Education to the Legislature of 1890, embody important information relative to educational matters in the Islands, and are presented as supplemental to the information already given:

NUMBER OF SCHOOLS, TEACHERS AND PUPILS
IN THE HAWAIIAN KINGDOM.

Class of Schools.	Sch's	TEACHERS			PUPILS.		
		Male	Fein	Total	Male	Female	Total
Free (Gov Com)	36	33	4	37	334	334	768
(Gov Eng)	94	94	99	195	3435	2940	6575
Priv. or Ind..	48	66	70	136	1463	1200	2663
Totals ..	178	193	173	366	5532	4474	10006

Up to the year 1888 a small tuition fee of five dollars was charged in the Government English Schools. In the year named, a law was passed making all Government schools free, with the exception of three, the pupils of which are mostly foreigners.

NATIONALITY OF TEACHERS.

IN INDE. SCHOOLS.		IN "FREE" SCHOOLS.	
Natives	13	Natives	77
Half-castes	8	Half-castes	39
Americans	70	Americans	73
Germans	17	British	36
Chinese	7	Germans	3
French	8	Portuguese	1
Belgian	9	Danish	1
Dutch	4	Swiss	1
Total	136	Total	237

It will be seen that the American teachers number 143 and that they far outnumber any other nationality in the best schools. This is a good showing when we reflect that the total American population is but 7495, the native population being 34,436.

NATIONALITIES OF PUPILS ATTENDING
SCHOOL IN THE HAWAIIAN KINGDOM.

Hawaiian	5.57
Half-caste	1.57

Can	259
.....	139
.....	199
Chinese	1,813
.....	262
Sea Islanders	42
.....	1
.....	39
Foreigners	24
.....	56
Total	10,006

ring the biennial period ending 1890, \$191,000 was expended on ls; \$45,000 for building and repairs \$146,000 for salaries and other ex-

ns the good work progresses; and, we consider that for only 60 or 70 has the civilization of the Caucas- een struggling with the deep-rooted ance and superstition brought about trengthened by the easy conditions umbered centuries of sub-tropical he progress thus far made borders e marvelous.

TENDENCIES.

BY HORACE N. CALDWELL.

no time in our history have so y improvements been made in the ods, appliances, implements, ap- us etc., used in almost all the voca- of men, as at the present time. achers have endeavored to keep ist of the times, have endeavored to ove their methods, to swell the list hemes and short-cuts used in "teach- he young idea how to shoot."

at wonderful improvement has been e in the art of pedagogics is evident, all praise be given to those inven- minds that have stood foremost in improvement. But is there not a ency sometime, to progress (?) too

No, I will not abuse the word gress" by using it in that connec-

tion. Is there not a tendency, in this craze for something new, to side-track from the main line of work, forgetting some of those things most essential to an education?

There are certain relations existing between the mechanical powers and force; there is a happy adjustment between the two, at which every mechanic endeavors to arrive, in order to get the most work done at the least expense. Very often an increase in machinery, with a decrease of force at the same time, will result in the same or even more work done than once required a much greater power to accomplish. In truth, wonderful progress has been made in increasing and improving the machinery and as a result, saving of power; but, at the same time, the mechanic must take care not to increase his machinery out of proportion to his force, thus losing in amount of work done; he can go too far either way for best results.

So it seems to me that there is a tendency to so increase the methods in school teaching, to surfeit the teacher with so much machinery, with so many plans and schemes for his work that he cannot do the amount of work that he could do with fewer appliances. I do not wish to be considered antagonistic to improvement in any work, but, if by using a so-called improved method, less work is done than was done before its use, let us return to the old way.

There seems to be a tendency to over-do this matter of amusing the pupils in the school room. There is a tendency on the part of some teachers to exert themselves to a great extent in order to get something new to place before his pupils to keep them from becoming restless. You will often hear a teacher ask: "Can't you tell me some new scheme, some new plan to use in my school to

keep the pupils interested?" No doubt that very teacher has already exhausted a whole catalogue of devices for the diversion of the pupils. Now the diversion is all right, especially in primary work, so long as it does not become a craze. Diversity in the school room is right and necessary; the teacher who plods along without it will find his pupils lacking in interest in their studies; but there is such a thing as having so much play-work that the pupils get the idea that they come to school *to be entertained*. It is in perfect consistency with boy nature to slight anything difficult when something amusing is placed before him. Too much diversion will affect the pupil like the novelette affects its reader; it becomes a passion and he cannot be satisfied without it.

I understand that a teacher's living depends upon his success in his vocation, his success depends largely on pleasing his patrons, and that a pleased pupil means a pleased patron. I also understand that patrons should not measure a teacher's ability to instruct by his ability to amuse his pupils; but there is such a thing as making a very little of this pleasing work go a long distance, and at the same time do good work in essential branches.

My fellow teacher, if you should ever become so enamored with this "pretty" work that you make the leading features of the work in your 9th year class pressing flowers and doing fancy work, think of your successor and then think of that golden rule, "Do unto others, etc." The teacher who follows you and gives that class some real work to do will be unpopular, unless he be greater than the average diplomat. A dissatisfied pupil means a dissatisfied patron and both mean that a Plato could not succeed in that district.

Teachers should be chary of such things as this: "Now put your books and let us divert our; those old examples are hard and minds need rest." The diverting of minds of the pupils is all right, but the teacher should attend to that with the pupil being conscious of what is going place. The pupil should consider it his holy duty to study and not seek for this eternal solace, a thing he is to do if encouraged therein. One remark tending toward an indulgence something amusing will have more weight in a pupil's mind than philosophical discourse on their duty to

We must keep in view the fact that education depends upon some essential branches, taught in the school and that all side issues, all schemes are beneficial so long as they aid the work in those branches, and are injurious when they detract from the work. The great result to be aimed at in school work is the development of the brain, the leading out of the mind, "learn to think" is the objective. When this result obtained, we recognize it and do not question the means by which it was accomplished.

Ability to think comes only as a result of hard study. "The greatest benefit have ever been the greatest work of close application gives strength to the brain. There is no short way, no easy way, no improved method of developing mind power that has not a large element of labor in it. The only royal road to success in teaching a pupil to think is in the pupil's close application to his task.

There is a tendency to place too many hints and helps around a pupil in such a way that he may comprehend without effort. A tendency to reduce the labor of the pupil, in preparing his lesson, to a

I don't believe in "going house to get in the front fact that mental exercise is sufficient to show how this injurious. The pupil is de-certain amount of thinking, valuable to him, as well as a rehearsal of his lesson. You hate the result of your school perfect recitations. I am one it not necessary for a pupil the problems in his arithmetic to become a thinking man; understand me to encourage a work; just the opposite, it is that benefits as well as the ob-answers. I believe that that to pores over a problem for d does not obtain an answer, as well as the bright boy it in ten minutes.

not injure our pupils to get rd work; to wrestle with their should like to see a little more ngby "grind" in our schools. applies himself closely to a pieces of apparatus in order hard and strong muscles, and paper with all the parapherna-masium.

on't want to be misunderstood have said. I believe in the se tendencies and heartily in to a certain extent. I am in sympathy with all meth-osed improvement which ad-cause of mind development, directly or indirectly. Any d can be abused by making t, at loss of something more

sistency thou art a jewel!" I o lift my hat to that kind of hich makes a *consistent* use of quisite for work that will re-king pupils. We shall then

have a condition of affairs in school work similiar to the condition of redeemed man as described by Solomon!

"Mercy and truth have met together,
Righteousness and peace have kissed each other."

IS MODERN EDUCATION A FAILURE?

It has long been a favorite idea of mine that many things work delightfully for good whilst they are spontaneous and unorganized; but when they are stereotyped into an elaborate art, and evolve a special profession or trade of experts, they produce unexpected failures, and end in more harm than good. Holidays, excursions, exhibitions, authorship, preaching, temperance—a thousand good things and virtuous gifts,—end in monster jubilees, world fairs, book-making, pulpit-trading, fanatical tyranny, and other invasions of peace and freedom. And few things suffer more than education by passing into stereotyped schemes set forth in the formulas of the day, and expounded by professional experts. A uniform system of education is a form of madness akin to a project for making men of one size or one weight.

After forty years or so I am coming round to think that the less we systematize education, dogmatize about it, even talk about it, the better. A good education is a general, mental and moral condition, like a virtuous nature and a healthy body; and we are all treating it as if it were a special art or a technical craft, and could be taught like playing the violin, or tested like jumping. There is no test of a good education, and no specific for making a young mind active and full. Minds are far more various than physical constitutions, and infinitely more subtle. Education, in a true and high sense, implies the development of

the mind to its perfection in a natural and complete manner; and yet, whilst every one can see the quackery involved in any art of universal health, we are still multiplying examinations, educational boards, syllabi, schemes and royal roads to the making of fine minds.

If there is one thing on which all the great reformers of man's social life have insisted more than another, it is the essential unity of *education*, in its moral, mental, and active side, and the hopelessness of trying to build up a truly organic *education* out of many kinds of merely sectional *instruction*. It is like seeking to cure a case of nervous collapse by drugs. All real philosophers tell us that man is a complex, subtle, but single organism, which we can no more take to pieces and treat in segments than we can cut up his body.

We ask too much from education, we make too much of it, we monstrosly over-organize it, and we cruelly overload it. Education can do for us infinitely less than we have come to expect; and what little it can do, is on the condition that it be left simple, natural, and free. I have known very few men who were made into any thing great entirely by their education; and I have known a good many who were entirely ruined by it, and were finally turned out as pedants, prigs or idiots. Struggling to win prizes in examination, thinking always about the style current to-day, being put through the regulation mill, and poring over some little corner of knowledge for some material object—may give a one-sided appearance of learning with nothing behind it, will turn out mechanical eccentricities like calculating-machines, may change an honest fellow into a selfish, dull brute, or leave a weak brain softened and atrophied for life. And the more we organize education, the greater is the risk of our finding this result.

All that education can really give is this: it can supply the opportunities of self-culture; hold forth new standards and ideals to aim at; it can bring the budding mind into contact with a formed and mature mind; shed over the young spirit the inspiring glow of some rare and beautiful intelligence. It can open to the learner the door into the vestibule of the great Library of the World's Wisdom; but it cannot cram its contents into his brain. It can show him a superior intellect in the act of collecting and distilling his materials. It can suggest, explain, correct, and guide in a very general and occasional way; but it cannot teach vigorous thinking, or thrust coherent knowledge into a raw mind, as a plough-boy can with trouble be taught to write, or to remember the multiplication table. The "three Rs," the merely mechanical instruments of education, may be thus rammed in by sheer labor (perhaps they must be so taught.) But when we speak of "education," we are here meaning the higher training professed to be given in the superior colleges and schools. And in these it is often a cruel injury to a moderate or dull mind to have scraps of "prepared" information, and peptonized decoctions of science, hammered into its cells, or to have essays, poems, and systems of philosophy, "wrung," as Milton says, "like blood from the nose."

* * * * *

I have so often already tried to point out the essential vices of the examination system, that I will not return to it save to say, that, the more I see of it the more do I feel that it is ruining education altogether. Mechanical examination never can test any knowledge worth having: all that it can do is to debase and pervert education. The pupil has before him an end, which is not knowl-

mental culture of any kind, but money, applause, and superior-
The teacher has before him, not improvement of his pupils' minds, their "fitness" for the race; and those set the papers (often the scurviest sional hacks) practically order the what he has to teach. There are doubt some ideal forms of examination which might be made fair tests of ledge; as if a thoroughly competent were left free to judge not more a dozen or a score of students, and week or two and a free head to go it in his own way. But this we is impracticable. There is no it would be too costly; and we will ust any one's impartiality. When eak of academic examinations, we five hundred students writing like raphers for four or five days, at six *per diem*; the papers being ed" mechanically under severe re by three or four overworked ex- who never saw the pupils before, te forced to pass or pluck them as a k surgeon does recruits.

e source of this shocking parody on tion is at bottom a moral one. ing moral and religious motives uidance in education, we fall back aterial ones. We supply the pupil arse pecuniary stimulants; we will ust the teacher unless we can cal- his results in figures, and prove mpetence by the addition of marks. ust neither pupil nor teacher, and ve both low aims and ideals, and gh ideals and aims. And the same st of our moral control over educa- ends, in England at least, to foster onstrous exaggeration of muscular se, which is now become a serious f the educational scheme at schools olleges. Boys and youths are enough to over-rate their amuse-

ments without any stimulus, and need no teaching to put their studies as a bad second to their games. And now the modern schoolmaster and tutor snatches at gymnastics as the sheet-anchor of morality. He enforces games to the grave injury of boys' health, preaches from his pulpit the apotheosis of racing and football, in the feeble hope that by exhausting the body, he will make discipline easier, and check moral abuse.

The entire "public school," or barrack system, as practised in England, with all their unnatural consequences and their essentially material spirit, may be, as things are, necessary evils, but they are thoroughly abnormal and vicious in principle. The normal and noble education can only be given in *families*, and not in barracks or convents. The moral, religious, and social stimulus of education ought to rise mainly there, and its ground-work should come from the parents. That the parents, as it is, are unfit, unworthy, unwilling to do it, absorbed as they are in the struggle for existence and the race for gain, is the shame and grief of our materialist habits, for it does not release the parents from their duty. They cannot hire experts to do their work, and test the experts' skill by the number of prizes that their pupils can bag, and the thousands of marks with which they can be credited.

It is too true now that few families can really give a high education, and few young persons can educate themselves even with assistance and opportunity. But there is no other way. The groundwork of education must be laid *at home*, and the essentials of education must come from the learner himself. The guidance, the inspiration, the higher organization of education, belongs no doubt to superior and special teachers. But only the rare superior spirit is worth

much. The rank and file of hack teachers do more harm than good, except, it may be, in the mechanical rudiments of learning, which are hardly needed after the age of fifteen. From about that time of life it is guidance and inspiration that is needed, not hammering, cramming, and punishing. As years increase, what is wanted in education is far more freedom, individuality, diversity of bent, more leisure than we see now in the programme of any "educationalist," nay, I will not hesitate to say it, more indulgence of any high taste, more day-dreaming, if you will, in a word, more rest and peace. Education may help a man to form his mind; it cannot make it for him, though it may twist it or crush it. And that education will be best which honestly acknowledges how little it can do outside the home, how small is its power for good compared with the natural and acquired forces of each man's brain and soul.—*Frederic Harrison, in The Forum.*

MENTAL ARITHMETIC.

BY M. R. TRACE.

In entering upon the discussion of the subject of mental arithmetic, I desire to begin by asking two questions:

Should mental arithmetic be taught in our common schools? If so, when and how?

Now, we study the science of arithmetic for two reasons. For its practical utility, and to generate power of mind. And the greater the reasoning power the greater the practical results. Hence, mind must act freely before our arithmetic is of any practical use to us. It is obvious that the powers of mind obtained by the study of arithmetic is in proportion to the amount of mental work done; and the practical side of the question in-

creases in value in proportion as we are not hampered with set rules, pencils and paper, and other memory aids.

Col. Parker says, "We learn the science of arithmetic, not for the purpose of knowing arithmetic, but that the study of the subject may increase our mental power."

Now, this proposition, taken in the broad sense intended by Col. Parker, is one to which we all can subscribe. Hence, our work in arithmetic must be largely mental or we defeat our object and learn figures only.

"Education is the generation of power," said Pestalozzi. Therefore, to gain a mathematical education we must generate mathematical power, and the only way to do this is to use the mind in mathematical problems.

Mental arithmetic is the real arithmetic. Pencils, paper, slate, crayon, blackboard, etc., are merely memory aids, or aids to mathematical conceptions. If we depend too much upon the aids, the mind becomes weakened rather than strengthened.

Again, by the study of mental arithmetic the pupil soon becomes able to understand clearly the proposition put to him, and starts out without hesitation on his course of reasoning. He has a clear idea of what he is trying to do, and usually reaches a right conclusion. He soon acquires a knowledge of cause and effect and perceives the relation of his answer to the problem, and will not give the preposterous answers that pupils who study figures only, sometimes give. And not less important is the fact that a thorough knowledge of fractions may readily be acquired by the study of mental arithmetic.

This subject, fractions, is at once the bug-bear of pupils, and the despair of teachers. It is a very common thing

pupils who are about to finish the in arithmetic, stumbling blindly questions which involve the use of ns.

It is my experience, that a thorough course of study on the subject in good text-book on mental arithmetic remove this difficulty by giving the pupil the power to understand the relation of fractions to each other and to numbers. A power, it seems to me quite impossible for the average pupil to get through the medium of the board alone.

The regular study of mental arithmetic gives the pupil the power to compute and accurately, a very valuable accomplishment for an accountant or a business man, to say nothing of the thousands of others who would value it highly.

The study of this branch of arithmetic some years ago, thought very important in most of our states. The reason for its gradual disappearance from the course of study, it is not the province of this paper to discuss. That it should be again placed in the course of study is, in my humble opinion, very important. And if I have succeeded in demonstrating to your satisfaction that results to be obtained by the regular study of the subject in our schools are of importance to the pupil both during school life and his business life, I will agree, I think, that the first question asked at the beginning of this should be answered in the affirmative. Mental arithmetic *should be* one of the regular studies in our common schools.

Before proceeding to discuss the when, now, it may be well to make a little preliminary examination of John to find out how his reasoning powers have developed. John has been thoroughly and

conscientiously drilled until he is skilled in the fundamental rules. That is, he can add, subtract, multiply and divide numbers without hesitation. He is now turned to the page of "Examples for Practice" and sent to the board to perform an "example." He reads, "Washington was born in 1732 and died in 1799; how old was he when he died?" That's an easy one, thinks John, and his hand is soon up to denote his readiness to give the answer, while he looks around with an air of conscious superiority upon the rest of his class, who are either studying their problems with perplexed looks, or are busily engaged in making figures and erasing them.

"Your answer, John," says the teacher. John replies proudly conscious of his ability to "add up" all such numbers as the teacher can give him. If he read the question at the close of the problem at all, he did not understand its relation to the work to be done, but started in with the conclusion that all figures which look like those ought to be added, and add them he did.

Now this is no exaggeration, as experienced teachers well know, and the trouble with John is, that he has no conception of the relation of the figures and the mechanical operations he has been learning, to the transactions of every-day life. He worked for an answer and he got it.

Now, John is a pupil nine or ten years of age and reads in the Second Reader, and has been studying "numbers," as it is called for the past three years perhaps, but has only succeeded in learning figures.

It seems to me, then, that the time for beginning the study of mental arithmetic is, just as soon as the child can conceive of numbers without the aid of visible objects. The mental arithmetic of the

child should be based upon the little every-day transactions with which he is familiar, and should consist of problems, or little number stories, composed both by the teacher and himself; with plenty of mental exercises in addition, subtraction, multiplication and division as fast as he develops to receive them. A child thus early and thoroughly trained will not be apt to grow up with the befogged reasoning powers which many of the adults of the present betray.

I have tested many people with a simple little business transaction and it is astonishing how many there are who have to think twice, thrice, and some many times before giving the correct answer; and some there are who cannot see it at all without a demonstration. When I have given the problem to men whose business compels them to think mathematically, I rarely fail to get a correct answer immediately. And this fact is another proof, to my mind, that mental arithmetic largely increases the mental power.

The business transaction mentioned I will give you that you may use it, if you wish. It is thus stated: A customer enters Mr. A's store to buy a hat. He selects one, price five dollars, and gives Mr. A a fifty dollar bill in payment. Mr. A cannot change it, so goes to Mr. B, a neighboring merchant, gets the bill changed, comes back and settles with his customer who takes his hat and change, and departs. Some time afterward Mr. B. comes in with the fifty dollar bill, which he has found to be counterfeit, and demands fifty dollars in good money, which Mr. A pays. How much did Mr. A lose in the two transactions?

Now is it not fair to infer that one who cannot reason correctly on so simple a matter as the above, will be very apt to reach wrong conclusions upon many

things affecting his own or his welfare or the welfare of the community in which he lives?

Our boys and girls must be taught to think, to reason logically, and a large majority of them never go to the public school, they should be given the best practicable help to develop their power, and I know of nothing better for the public school than the study of mental arithmetic.

As soon as the pupil can well understand what he reads, he should use a text book on mental arithmetic and study regularly therefrom until he can understand readily and accurately any simple business problem and has obtained a thorough knowledge of fractions.

The discussion of forms of argument is better left to the teachers. It does not come within the scope of this article. But I would offer a suggestion. Avoid long analyses, and *don't* require the pupil to be so precise in his language as to bury his reasoning under a overpowering sense of the importance of grammar. Now, in conclusion, let me try to condense and recapitulate what we have endeavored to show to be the results of the study of mental arithmetic in our schools.

- 1st. Clear mental conceptions.
- 2nd. Certainty in reasoning.
- 3rd. A thorough knowledge of the principles of arithmetic.
- 4th. Rapidity in the solution of problems.
- 5th. The cultivation of the mental powers.

The sum being a many-fold increase in the mental powers. And boys and girls so trained will become men and women who will appreciate and support our schools, because in them they were taught to think reasonably, accurately and quickly.

NORMAL READING CIRCLE.

Organization and Purpose of the Circle. Conditions of Membership. Questions on the Work of 1891.

COURSE OF STUDY FOR 1892.

Heretofore, all information regarding the Normal Reading Circle—its course of study, outline of work, etc.,—has been given through circulars. From now on, the Circle will have a department in this magazine at its command and in it will, from time to time, give suggestions, references, etc., relating to its work. We are certain that this step, giving, as it does, unity and a wider influence to the Circle,—besides enabling the officers to reach the members more easily and more frequently than is possible through individual correspondence,—will be greeted with pleasure by its members and all other teachers among our readers who desire to follow a systematic course of home study.

The N. R. C. was organized in January, 1887, by the Alumni Association of the State Normal School at San Jose.

OBJECTS.

The objects of the Circle are:

1. To offer a systematic plan for study and improvement.
2. To carry out this plan under supervision and guidance.
3. By furnishing all teachers who may choose to adopt it, the same work, with the same purpose, to offer an incentive to study, and to establish a stronger bond of union between the graduates of the Normal School.
4. To aid in preparing graduates for a University.

MEMBERSHIP.

1. For graduates of the Normal School fifty cents a year constitute dues

for membership in both the Alumni Association and the Reading Circle.

2. For teachers and any others having a desire for self-improvement, who are not graduates of the Normal School, dues for membership in the Reading Circle are fifty cents a year.

An invitation is extended to *all* to join the Circle. A little systematic study is more profitable than much desultory reading.

OFFICERS.

President.....	Mrs. Mary Wilson George
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EXAMINATION QUESTIONS FOR 1891

DIRECTIONS: Write your answers on legal-cap or foolscap, using one side of the paper only, and numbering the pages. Let your answers be brief and to the point. Few, if any, of the answers will require more than ten lines—many of them can be written upon one or two lines. The ability to condense answers into a few words will show, to a great extent, your familiarity with the books read. In preparing answers you are at liberty to consult helps, but it is expected that the answers will be in your own language. *Roll your manuscript; do not fold it.* If returned by mail, *letter postage* will be required, and it will be safer to register the package.

Address manuscript to H. G. Squier, Corresponding Secretary, 319 South Ninth street, San Jose.

1. Have you read the following?

MYERS' *General History, Part II.*

DRUMMOND'S *Tropical Africa.*

CLARKE'S *Self Culture.*

DAWES' *How We Are Governed.*

DICKENS' *Tale of Two Cities.*

THE PACIFIC COAST TEACHER.

GENERAL HISTORY.

What do you understand by the information? What were some of its causes?

Give a short account of Martin Luther.

4. Describe the general results of the reformation.

5. Give a brief account of Charles V's reign in Spain.

6. Name the Tudor rulers. Tell about the Elizabethan Era of Learning.

7. Why was William of Orange called the "Founder of Dutch Liberties?"

8. Tell of the siege and relief of Leyden.

Cause and effect of the Massacre on St. Bartholomew's Day.

9. Give a brief sketch of the Thirty Years War.

10. During whose reign did England establish her system of colonization? Name three permanent English colonies established between 1600 and 1625.

11. Give the origin of the names "Whig" and "Tory."

12. Name the European rulers at the opening of the American Revolution.

13. Give a short sketch of the life of Peter the Great.

14. Cause and result of the Seven Years War of Prussia.

15. Cause and result of the French Revolution.

TROPICAL AFRICA.

1. In what three respects does Tropical Africa illustrate the favorite prose style of our time? Examples of each.

2. Has America any responsibility with regard to the slave trade?

3. Which topic discussed is the most valuable, and which the most interesting to you, and why?

4. Contrast between the burial places of Mr. and Mrs. Livingstone.

5. How do the characteristics of Central Africa, as described by Drummond, compare with your previous ideas on the subject?

SELF CULTURE.

1. USE OF TIME: Name three ways in which time is wasted.

2. Give four ways in which time may be redeemed.

3. What is the author's definition of genius?

4. Name four great men who lived in the last century, and tell how each "turned time into thought and action."

1. EDUCATION OF THE TEMPER: How do good nature, good temper, and good humor differ?

2. How are we tempered? Give the illustrations the author uses.

3. What is the root of bad temper? What is the cure for bad temper?

1. EDUCATION OF THE WILL: What does Emerson say in regard to the dependence of will upon health?

What does the author say? What examples does he use?

2. What constitutes strength of will?

3. How may the will be strengthened?

4. What two Presidents of the United States does the author speak of?

5. Compare Napoleon and Joan of Arc.

1. THE IMAGINATION: Why should the imagination be educated?

2. Name five ways in which the imagination is useful.

3. Give two diseases of the imagination and the cures.

HOW WE ARE GOVERNED.

1. What led to our having Congress divided into the House and the Senate?

2. What is the mace?

3. When may the Speaker of the House vote?

4. How are Representatives seated

and who takes charge of the first meeting?

5. How are all foreign treaties considered and why?

6. What is socialism?

7. What constitutes the Electoral College?

8. Explain how electors vote and accounts are made and sent.

9. What constitutes the Supreme Bench? and what duties does it perform? When does the Supreme Court hold session?

10. How many Chief Justices have we had?

Who is the present Chief Justice?

When may a Chief Justice retire?

11. What is our process of voting?

What is the Australian system?

TALE OF TWO CITIES.

1. Give a short account of the imprisonment of Dr. Hanette.

2. Describe the appearance and character of Madame Defarge.

3. Give your opinion of Sydney Carton as a man and as a hero.

4. Indicate the most striking scene in the book.

5. How does the book compare in style with Dickens' other work.

COURSE FOR 1892.

HISTORY.

English History Green's Shorter Course.

(The study of general mediæval history was taken up in the course for 1891. Modern History would follow in historical and logical order. As the typical nation of this period is England, we confine our study to that nation.)

PROFESSIONAL.

Lectures on Teaching Fitch.

FICTION.

Lorna Doone..... R. D. Blackmore.
(An English Romance of the 17th century.)

LITERARY.

Sartor Resartus..... Thomas Carlyle.

OPTIONAL.

Harold..... Bulwer Lytton.

Kenilworth..... Sir Walter Scott.

King Henry VIII..... Shakespeare.

(Prices of books, and suggestions for study will appear in the February number.)

MUSIC, ESSENTIAL IN TEACHING.

By LILIAN E. WESTFALL.

(Read before the Fresno Co. Teachers' Institute, Oct. 22, 1891.)

In presenting this subject, I fear that there will be no new ideas given, and that the old ones will find only the much-used garments in which to clothe themselves. We must view this subject as common school teachers and not as artists; for musical artist I am not, and you must not assume to be for the next twenty minutes.

The agitation over manual training in our schools is subsiding, with the introduction of tools, simple and complicated, and of teachers that can give pupils the ability to convert restless activity into useful knowledge. The results of the agitation are showing forth, and what was a short time ago a very plausible theory has now become a practical reality. So should it be with music, and this luke-warm, indifferent regard for the development of one of the child's Godliest attributes should be aroused until our school-rooms ring with the happy voices of our boys and girls. There certainly is a growing demand for teachers that sing and play, and that teach singing in their schools. To me, this demand has never been so evident as during the last six months, for I have personal knowledge of several schools requiring teachers that are proficient in

teaching vocal music. Our school law says music shall be taught, and yet a majority of teachers fail to comply with this command.

Why should music be taught in our schools? As one reason, it is a natural gift, given for cultivation and taking cultivation more easily than many,—yes, than any other faculties. As Prof. McGrew says, "The child is far more a feeling than a thinking being. The feelings are the shortest avenue to his whole nature." Children love to sing. We have all heard the sweet cooing of infants before a word could be articulated. What was it but the innocent unfolding of the musical instinct to express a happy contentment? Then again, music is calming, elevating, refining. No one can sing when in ill-humor, and there is nothing that frightens refractory thoughts away so surely as does music. Have you ever thought of that, teacher, as a means of discipline? When Johnnie thinks that it is too warm to study, and the lesson so long that it is "real mean" of you to require him to learn it, just ask him to join with the others in a bright song. If you have something in the strain of

"Come, school-mates, let us take our books,
And think no more of play,"

all the better; Johnnie's face will lose its discontented look, and it is more than probable that the long lesson will be nicely prepared.

As a preventive of tardiness, music can not be surpassed. Children enjoy nothing better than marching to music, either instrumental or that made by their own voices, and will hasten to school in good time to take their places in line, and

forward raise their voices in glad songs.

Dotism can be taught by patriotic songs. There is something delightfully stirring in an enthusiastic rendering, by our voices, of *America*; *Red, White,*

and Blue; *Ring the Bell, Watchman*, and a host of others, which will arouse a love for country and home. Of course, these songs should be talked of and thoroughly understood, before a satisfactory rendering can be expected. The words of a song, like every other thing, must be understood and *felt* to be appreciated. Children usually prefer lively music, but a reasonable number of songs as aids in developing kindness, sympathy, and charity, will be gladly learned, and, interspersed with the livelier airs, will give a desirable symmetry to the child's musical education. "Music hath charms to soothe the savage heart," and many an uncouth child from an ignorant home has been lifted to a higher plane by the refining influence of music.

Some writer tells us to beware of the man that never laughs, and another adds, "and the one who does not love music." There are people that can not sing, and I have heard of a woman that actually can not tell *Old Hundred* from *Yankee Doodle* except by the words; but inquiry shows that, in most of these instances, the people have been reared in songless homes, and, I might add, in songless schools. I have heard a teacher of twenty-five years' experience say that she never yet saw a child that could not be trained to sing, and sing well if the work was begun before seven years of age. If we will only begin at once to lead our little ones to raise their voices in pleasing melody, how much easier will be the work of the next generation of teachers, and with what a jubilant chorus will the air soon resound with that happiest expression of nature!

The new education strives to emulate nature in all things; what is there so nearly allied to it as is music? The birds sing, the wind sings in the trees, there is, paradoxical as it may seem, a

song even in silence. And shall we not raise our voices in the midst of all this harmony? Let us sing, and train those tender voices under our care to awake into as sweet a tone as that of mother Nature.

The best place to develop the musical faculty is, of course, in the kindergarten, for there the age of the pupils is most favorable to impressions. We are all familiar with the pretty motion songs executed by the little tots, some of whom can hardly lisp the longer words. How their active bodies and mobile faces express the ideas conveyed in their songs! They understand, feel, and express, and the tones are as harmonious as their movements. In the Boston schools, the work of the kindergarten is continued in the primary grade, and when nine years old, the pupils read the easier music readily. At twelve they read and sing at sight, without an instrument, the most difficult music, transposing into any key. That shows what can be and is being done by our best educators.

But now what can *we* do in our ungraded country schools? for it is to teachers of such schools that this subject is brought. Our city schools are supposed to teach music in all the grades, and yet they do not. I was unpleasantly surprised upon visiting a ward school in San Jose recently, to find the children called in, and, with no music, no exercises of any kind, set to work upon examples and problems. It seemed a long leap from the play ground to the mental stress brought to bear upon those young intellects. How much better would the mind have worked, had the exuberant spirits of play been allowed to evaporate in a pleasing song that combined the elements both of play and of work!

Our county course of study regarding the teaching of music is very simple.

No one can possibly complain of the difficulty of teaching note-singing, and the reading of music in the easiest keys. This is all that is required. Many counties appall the teachers by requiring much more taught than is expedient, but Fresno county has shown itself wise in that respect. It is not *how much* but *how well* that tells in an ungraded country school. Surely, we have not the time to rival Boston, for Boston does not require one teacher to hear from twenty to thirty recitations in a day. We can, however, find time to do a little and do it well.

I will tell you what I know is done in one country school in this county; that being the one about which I know most. The children have learned to march well,—not a very difficult matter to teach for there are but nine pupils,—and, in the morning they form in line and march to the music of the organ,—there being one, fortunately, in this school. Ten minutes are given to exercise of which music forms the chief part. A devotional song, adapted to the ages of the pupils, is often sung, for the patrons of the school desire reverence taught; and then a variety of songs is selected from, all of which either teach some lesson or possess beauty of sentiment. These songs are placed upon the black-board, and copied into note-books by the pupils. There are but two small pupils and kindergarten songs will be given them. Some large pupils enjoy the motion songs as much as do the little ones, but others think they are babyish; so it is hardly advisable to ask older pupils to take part in such exercises.

As an example of the moral lessons that may be derived from these songs, I will cite one instance: The teacher had asked the pupils one Friday evening to be prepared on Monday morning with quotations of a moral character com-

menting with the letter B. One boy quoted, "Blessed are the peacemakers, for they shall be called the children of God." After the teacher had questioned as to the meaning of the passage, the pupils sang, *Was it Right?*—a very old song, printed in an old book, no longer published, but which contains many delightful school pieces. The song is of two boys fighting on their way to school and being spoken to and parted by a gentle little lad that overtook them; ending by the three going peaceably on their way. I have no doubt that that lesson was favorably received by those young minds.

Again, when the work is over for the day, the books in perfect order, a closing song is sung, usually a good-night song, of which there are many very pretty ones,—*How Sweet the Happy Evening's Close*, *In the West the Sun Declining*, *Come let us Sing a Pleasant Song*, etc. So much for rote singing; and here, let me say, that an organ, or piano, is a great aid in singing, on account of its accuracy and also because the songs are always in the same pitch, and that, the proper one. But if you have no organ, learn as nearly as possible middle C and from that find your proper key. It is not good for any voice to sing too high nor too low, nor to change the pitch of the same song from one day to another.

Now, for the teaching of singing by note. I suppose there are many methods and many good ones. Some teachers prefer the tonic-sol-fa system. One teacher of my acquaintance, last year in an eight months term, taught her ungraded country school of twenty-four pupils,—all of them—to read music by this method. I am not at all familiar with that system, and have found the old method an effective one.

In this school of which I first spoke but ten minutes are taken on Friday

afternoon to teach singing by note. The staff is placed upon the board and the C gamut placed upon it. The use of the staff is explained, together with the letters used in musical notation and their position on the staff, in the soprano clef. Drill, essential in all of this work, is especially important here. It is well to let them select the notes and name them from singing books placed in their hands. Teach them to sing the scale accurately backward and forward, always giving them the key-note and the *same* key-note. Sing by letter, sing by numerals, sing by the Italian syllables. "Skip around;" starting either at *one* or *eight*, have them find tones, and then go from *one* to *three* or wherever you may point. This is the ear culture so necessary to accurate singing. *Seven* is the hardest tone to get correctly. Drill on that. Sing with them, and then require them to sing without your aid. This is not the work of one Friday afternoon, but of many weeks. Time and patience must be used in teaching these children, many of them from songless homes, to read even this simplest scale accurately.

After they can read the scale, lead them above and below it, and then give very simple pieces to be read and sung by syllable, if you like the old fashioned way, as I do, or any way you choose, if only you get them to read and sing. Time must be taught, and counting should be required with the singing. When they have progressed to the reading of simple tunes, necessarily they must learn the kinds of notes, the length of tones, and the use of rests. Teach them, too, the art of breathing, and have all breathe during the same intervals. It is very necessary that they know where *not* to breathe,—between modifiers and words modified, parts of the same word, etc. In connection with breathing is ar-

ion. Above all things have them
 nce so that they may be under-
 for there is nothing so aggravating
 mingless songs by chorus singers.
 you will find, is a great aid in read-
 well as in singing, also, a pro-
 of health to the throat and lungs.
 some schools it will be impossible
 more than this in an eight months'
 in others, more may be done. It
 ds upon the musical capacity and
 us knowledge of the school. The
 o clef is all that is necessary to be
 t. If there are big boys that desire
 g bass or tenor, most teachers will
 r make time to teach them the bass
 recess or out of school hours, glad
 opportunity to enhance the quality
 music. When the natural scale
 roughly learned, it is an easy step
 ch how scales are formed and the
 ing and flatting of notes. Primary
 in country schools ought not to be
 ted to read in more than two flats
 wo sharps. Do a little, do it thor-
 y, and surprise yourself by the re-

A pupil said to me the other day,
 "so want to learn to read music,"
 I said, "Why, Martha, you are learn-
 to read it. You read it from the
 every Friday afternoon." The
 was so simple that, not using the
 to sing from, she did not realize
 she was as surely reading music
 the black board as I hope she will
 be from a book. In this connection
 necessary, of course, to have singing
 to use, though for note singing, I
 to select songs from different books
 ave them copied. The pupils can
 e expected to purchase more than
 book and the *School Room Chorus*,
 shed by C. W. Bardeen of Syracuse,
 is about as good as any, though
 's *Musical Readers* are highly recom-
 ed. The songs in these books are
 e and the music easy to read.

Your watchword is *drill*. Drill with-
 out ceasing. Be sure that each step is
 fixed before proceeding to the next, and
 don't pass over your regular time for
 drilling. Children will forget the notes
 unless they are brought before them.
 Be accurate, be thorough, and be con-
 stant!

You will ask, "Do the children like
 this? Children *love* to sing, as I said be-
 fore, and are willing to do anything to
 increase their power in this direction.
 It is not nearly so irksome as arithmetic
 or language or many other studies, and
 they do like it and will look forward
 eagerly to their ten minutes on Friday
 afternoon. I have often found a group
 of children, at school before I was, sing-
 ing some of their school songs and try-
 ing to read musical notes; and at recess
 I have seen them sit in an Indian ring
 under the trees and make the air rever-
 berate with their happy notes. Like it!
 just watch them come in when the bell
 rings, and acknowledge that their smil-
 ing faces, light steps and joyous voices
 are all the evidence needed to convince
 you that they do like it.

Teachers, the instruction of singing is
 a simple thing, much more so than is al-
 gebra, or history, or technical grammar.
 You say, "I can not sing. I have no
 voice." Then train your vocal organs
 until you *have* a voice. You did it in
 reading, did you not? You had to learn
 to modulate your voice before you were
 a good reader, and you have to teach
 that very thing to your reading classes.
 Then you say, "My voice is not good,
 or not cultivated, or not so musical as
 it should be." If you were a Patti, you
 would not be teaching school, would
 you? Again, "I'm afraid of being
 laughed at if I attempt to sing," or "I
 can't summons enough courage to sing
 before my school." How did you sum-

mon enough courage to appear before your school on that morning when with a quaking heart and shaking knees, you opened your first school? There is nothing like "getting used to it." And now you say, "Perhaps the children won't sing; possibly they are as bashful about using their vocal powers as I am." In the second school that I taught, I sang a solo for exactly eight mornings. To be sure it was not very pleasant, and I felt a little "bashful" over it, myself, but I knew the children wanted to sing, but could not get the courage. On the ninth morning one lad, braver than the others, joined me, and on the last morning of the two weeks, presto! the whole school had found their voices and were singing. "Preseverance removes mountains."

Away with excuse! overcome all obstacles in your way, realizing that you are training body, mind and soul into a harmony that can never be lost nor destroyed. Elwyn Thornton says, "Music, unlike most branches of education, becomes useful immediately, for it cultivates the mind, body, and soul, and in the whole curriculum of school studies there is not one which can do more; for when studied rightly, it becomes a means of mental discipline, over which mathematics, with all its boasted glory, can claim no superiority." And from Dr. John Hall we have this beautiful tribute: "I need not tell you that music bears upon its wings some of the sweetest and purest pleasures of the passing hour, whether it gushes from the human lips or from the breath of old Æolus upon his throne. Music elevates and quickens our perceptions; it softens and subdues the rebellious disposition; it refines and clothes the wayward and turbulent passion; it nerves the heart to deeds of valor and heroism; it gives joy and consolation

in the hours of affliction, and carries the soul captive across the rough and stormy sea of life, and stands beyond the vale of time to welcome with angelic voice the wandering spirit to its final home."

IN MEMORIAM.

The following resolutions of respect to the memory of the late Mason B. Jones were recently passed by the class of June '91:

WHEREAS, God in His infinite wisdom has deemed it necessary to remove from our midst, one of our most earnest and capable workers, Mason B. Jones, therefore, be it

Resolved: That we, the members of the class of June, '91, extend our deepest sympathies to the family of Mr. Jones in their bereavement.

Resolved: That by his death we have lost, not only a true gentleman, but a faithful friend.

Resolved: That a copy of these resolutions be sent to the family of our departed classmate, and printed in the PACIFIC COAST TEACHER.

OLIVE A. ALEXENDER,	} Committee.
CARRIE M. COFFIN,	
LUELLA M. ALEXANDER,	
N. I. de la ROZA.	

The United States government is erecting a \$100,000 gymnasium at West Point.

Omaha is to spend half a million dollars for school buildings within a year.

The largest library in the world is the Imperial, of Paris, which contains over 2,000,000 volumes.—*Public Opinion.*

The census of illiteracy in Europe and America is as follows: Roumania, Russia and Servia, 80 per cent of the population are unable to read or write; Spain, 48; Hungary, 43; Australia, 30; Ireland, 21; France and Belgium, each 15; England, 13; Holland, 10; United States, (whites), 8; Scotland, 7; Switzerland, 2½; German Empire, 1. In Sweden, Denmark, Bavaria, Baden and Wurtemberg there is not a single person over 10 years of age unable to read or write.

Index Department

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AY afternoon, December 11th, Adams gave the school an instructive and entertaining after visit in Australia. The rose Assembly Hall was decorated with flowers, fans, pressed flowers, and objects brought from that far away from the islands of the Pacific. The waddy, the Australian's weapons of defense—and were among the most interesting. Adams' lecture appears in the Literary Department.

For the benefit of the astronomical Professor Barnard, of the Lick Observatory, has kindly consented to send this month, an account of the astronomical phenomena for the following month. This account, beginning with the issue, will be printed in the Index Department, thereby giving to the "astronomer" a guide for his observations. Heretofore we have printed the account for the previous month, and the astronomer could not assist us very much now, with a definite plan be-

fore us, we shall be enabled to do more and better work than we have done yet. The members of the club are much indebted to Professor Barnard for his kindness and interest, and they all extend to him their earnest thanks.

REALIZING our need of more frequent opportunities for literary and for social culture, the Faculty has decided to open, for our use, certain rooms in the Normal building on Saturdays. The library and the reading room are at our disposal from nine to twelve, A. M., and these, with room R, from two till four, P. M. The latter is the social room, and a committee composed of Miss Adams, Miss Gilday and Mr. Holway were appointed to choose and purchase games with which to furnish this room. Judging from the many cheerful faces seen in it on opening day, last week, they must have made wise selection. So far, this plan has been a success and will doubtless afford Normal students many pleasant and profitable hours.

The following resolutions were recently passed by the Senior B Class:

WHEREAS, It has pleased our Heavenly Father in His infinite wisdom, to remove from our midst our beloved associate, Grace L. Belt, therefore, be it

Resolved: That while we, members of the Senior B Class, deeply mourn the loss of our dearly esteemed classmate, yet we humbly bow to the will of Him who hath deemed it wisest to take her to a better home.

Resolved: That we hereby extend our heartfelt sympathies to the family in this their hour of bereavement.

Resolved: That a copy of these resolutions be sent to the parents and friends of our departed classmate, and also, that they be published in the PACIFIC COAST TEACHER.

ADDIE DENNEY,	} Committee
JULIETTE BURNS,	
FRANK D. MACBETH.	

Chicago is not afraid to spend money for worthy public purposes. The new library there will cost \$1,200,000.

LITERARY.

NOTES ON AUSTRALIA.

BY MARY P. ADAMS.

To most of us the name Australia suggests something unreal and far-away. It calls up visions of gum trees, of kangaroos and bower birds; of cherries with outside stones—of everything perhaps but the real country with its fine cities and great enterprises. Such at least were my impressions until I had the pleasure of spending last year in this most interesting country.

The trip from San Francisco to Sydney is in itself delightful. Twenty-four days on a tropical sea, twenty-four days of legitimate idleness, and although we crossed the Torrid Zone the heat was never intense as in trips near land.

There are three pleasant breaks in the journey. At the end of a week we reached the Hawaiian Islands. Here we stopped for ten hours giving time to enjoy Honolulu with its wealth of flowers and fruits, its beautiful drives and picturesque views. This first glimpse of tropical life is very fascinating. Coconut groves, banana plantations, rice fields, all that you expect to find are displayed with a lavish hand.

Steamer day is an eventful time in Honolulu, and I shall never forget the excitement of our departure. People were wreathed in *lais* of bright hued flowers, the wonderful Hawaiian band played their farewell Aloha-æ, and everything wore such a holiday air that we felt as if we were assisting in a high carnival.

Another week of sailing over seas as smooth as a mill pond, with schools of flying fish or an occasional sea bird, the only breaks in the monotony of sky and sea, until we reached Tutuila one of the Samoan group, where mail is sent to and

received from Apia. Here we were privileged to land, but we anchored in a peaceful bay with land in view, boat loads of natives coming out to us.

Tantalizing whiffs from coconut groves were wafted to us. With a few we could make out a cluster of native huts nestling at the foot of a hill. The huts had thatched roofs, were set on stilts and from the ship they looked like large brown toad-stools. As the native drew near, attention was centered on them. One enterprising youth stripped his comrades, coming on a raft in his queer little canoe with outrigger and single paddle. Others soon followed and in a few moments about the vessel were offering us great bargains in shells, war-clubs and native cloth.

The Samoans are fine looking people, tall, broad-shouldered, erect and of a reddish brown color; with bodies clothed in tattooed; and such happy faces, beaming with good nature. One strange custom is that of bleaching the hair. The hair is naturally black, but by putting a composition of lime on their heads, the color is changed to red. Some of our visitors looked like handsome copper statues, hair and skin the same shade. We regretted leaving these good people and their pretty island, but after a stop of two hours, our steamer was again seaward bound.

From this time on, the weather grew rougher, warmer wraps were needed and we realized that we were being carried into wintry weather. One strange experience is the losing of a day. One night when we retired it was Wednesday, but the Captain assured us that the next day was Friday. Thursday had entirely disappeared. However, I made up for it coming home for in the s

region, we found an extra day and one week owned *two Mondays*.

The approach to Auckland, our next resting place, is very beautiful. The harbor is filled with islands, green and well wooded or dotted with pretty cottages. Many of these islands show plainly the marks of volcanic action. Mt. Rangtoto to the left of the channel is a perfect crater presenting exactly the same appearance from whatever side you see it.

Auckland seems a dull place on first landing. You miss the bustle and push of city life and in fact one gets no idea of its size or importance (it has a population of 60,000) until a birds-eye view is obtained from one of the neighboring heights. We had time to explore the town and to go on two or three pleasant trips. One was a drive to Mt. Eden, one of the "lions" of the place, that every tourist is expected to visit and admire. This hill, overlooking the town, is an extinct volcano. The crater is interesting—being a perfect bowl with gently sloping sides, now covered with a soft carpet of grass and wild flowers. Some horses had strayed down its slopes and were quietly grazing in the bottom of the bowl. Mt. Eden is interesting too, for the traces of Maori fortification still visible. This was one of their favorite battle fields in the early wars with the settlers.

A wonderful panorama of winding bays and sheltered nooks, of cosy homes and pretty gardens, and of the city itself is spread before one from this height. On our way down we were taken to a country home and entertained with a cup of afternoon tea. This was my introduction to this most charming custom. The gardens about this pretty home were very fine. A wealth of roses, pansies, lilies—all of the flowers with which we

are familiar and in addition camellias growing as trees, eight and ten feet high and fairly loaded with blossoms. New Zealand rivals Japan in the production of this handsome flower, while callas grow in every ditch and run wild over the hills. I wish I had time to tell you of the New Zealand ferns. They are so varied and so beautiful, but I must remember that it is Australia we are to think about to-day and hasten on. One other pleasant excursion was by ferry boat across the harbor to Davenport, then a drive of three or four miles through meadows shut in by gorse hedges, brilliant with yellow blossoms, to Lake Takipona, a beautiful sheet of fresh water with fine overhanging trees.

A narrow peninsula separates this lake from the bay. Strolling down to the beach we found low tide and the rocks covered with oysters. Perhaps you can imagine what followed, "oysters on the half shell," seasoned with salt from the waves. The New Zealand oyster is small but has a delicious flavor.

At the public museum we found an interesting collection of Maori carvings. You know the Maoris were a superior race of savages, skilled in many ways. They carved their canoes, houses, ornaments and utensils in a wonderful manner and the skill and patience they displayed in tattooing their faces was no less remarkable. Auckland has also a fine art gallery, many handsome business blocks, fine churches and pretty parks and reserves, but we have time for a glance only, and once more our good ship Alameda is rolling and pitching *en route* to Sydney. On July 24th, we came to the end of our ocean journey in the famous harbor of this city.

I hardly dare attempt to picture Sydney Harbor to you. You know it ranks second in the world for beauty, Rio Ja-

neiro coming first. A mile of troubled water separates North and South Heads which shut in the harbor. Beyond, the channel opens into a wide and seemingly endless inland sea. As our vessel steamed along past countless wooded points with their accompanying sheltered bays, we felt as if we were entering a land of enchantment. As we drew near the city, stately homes appeared, with lawns sloping to the water's edge. The favorite residence portion of the city is along the edge of the bay. Some of the islands springing up here and there are reserved as picnic grounds—one was occupied by a quaint stone fort, another by a fine residence and its pretty gardens. As we neared the fine circular quay where we were to land, we could see the towers and spires of the city, and directly before us lay the botanical gardens of which Sydney is justly proud.

Like every large city Sydney has its dark side, but it is kept well in the background of this opening picture. Nothing mars the beauty of the first impression. Anthony Trollope, after a glowing description of the beauties of Sydney Harbor closes by saying, "It is so inexpressibly lovely that it makes a man ask himself whether it would not be worth his while to move his household gods to the eastern coast of Australia, in order that he might look at it as long as he can look at anything."

Leaving this pleasing picture we were driven rapidly into the heart of the city to a hotel patronized by all good Americans because it owns a lift or, to translate—an elevator. Sydney is a quaint city with often-times narrow winding streets and in some instances stairs leading from one street to another if you wish to take a short cut. In the newer parts, the streets are broad and regularly laid out but everywhere they are well paved with wooden blocks.

A visitor is at once impressed with the substantial air of the buildings, all of brick or stone. The favorite building material is a yellow sandstone, found everywhere about the city. In fact, the story is that when a man buys a building he gets his building material also, and his only need is to dig it out of his own ground.

The new post office is said to be one of the finest buildings in the southern hemisphere. It is built of sandstone with handsome polished pillars supporting a long corridor. The building is ornamented with elaborate carving and the whole is crowned with a stately dome containing one of the largest clocks in the world, with a beautiful chime to mark the passing hour. Fine business blocks confront one on every side. Cathedrals, churches, colleges, and a great university, and innumerable schools show that moral and religious influences are not lacking. A fine town hall contains the largest organ in the world. The residence of the governor is a substantial home surrounded by beautiful grounds.

One novelty to the stranger is the number of hansom cabs driving continuously in all directions, or standing in seemingly endless lines waiting for customers. There are no street cars. One steam tram-way, a wretched continually frightening horses and running over people, runs from the city to Corgee, Bondi, and some other suburban towns and resorts. Ferry boats dart in all directions about the bay. The hansom cab is the medium of conveyance in the city.

When you look about this fine city with every indication of culture and progress, it is hard to believe that less than a century ago, it was the home of ignorance and vice. Many of the oldest public buildings and the fine roads

about Sydney are the results of convict labor. The government had to devise some means of employment for its charges. The history of those early days makes me shudder and shrink, and probably the half is not told. Now Sydney wears an air of repose and it is perhaps more English in character than either of its rivals Melbourne or Adelaide.

Before leaving Sydney, we must glance for a moment at her botanical gardens; that have a world-wide reputation for beauty and excellence. They contain almost every variety of plant, tropical or semi-tropical, known to science. Nature has done much and no expense has been spared to aid her efforts. These gardens so near the heart of the city are an inestimable boon to the people of Sydney. The soft wash of the sea as it gently breaks at the foot of the lawn, mingles with the subdued murmur from the city, making an ideal resting place for the idle or the weary. Adjoining these gardens is a large park called the Reserve or the Domain. Dotted with fine shade trees, it is an inviting place for all out-of-door meetings. Here the street preacher gathers his audience, and here the children frolic and romp to their heart's content. These reserves are a feature of Australian towns, being laid out with the town, the land is ever held for this purpose. Great attention is paid to the planting and care of trees wherever the supply of water permits. Adelaide and Ballarat are rivals of Sydney in the beauty of their gardens.

Sydney also has a fine art gallery with a choice collection of paintings, statuary, fringes and bric-a-bracs. We are spending some time in Sydney, but life in Australia centers about these three cities, Sydney, Melbourne, and Adelaide; and much that is descriptive of one ap-

plies to the others. They are the representatives of the three leading colonies Victoria, New South Wales and South Australia.

Melbourne although the youngest is the city of Australia. Its broad well paved streets, running at right angles to each other, its fine buildings often ten and twelve stories high, its system of cable cars, its enterprise, prosperity and rapid growth reminds us of our western cities Chicago and San Francisco. With its population of half a million it has beautiful shops, fine theatres and stately cathedrals and churches. Its Hall of Records, Government House, Town Hall and Exposition Building would be a credit to any city, and there are men still living who recall being lost in the 'bush' where the city now stands.

Melbourne has no natural beauty of location as its rival or sister Sydney. It has not even a harbor that large ships can enter, and its surroundings are flat and uninteresting.

Some cities grow according to their needs, others are designed and made, Melbourne belongs to the latter class, for it is entirely the result of man's planning. It was decided that a city should be built at this spot; that it should cover a certain amount of ground; that its streets should run in certain directions, and that its buildings should be constructed on the most approved modern designs. The city seems to be trying to live up to these early plans.

The one point neglected is the question, and a very serious one it is, of proper drainage. You are at first impressed with the order and neatness of the city, as its fine buildings and carefully swept streets greet the eye, but a whiff from one of the open sewers, or from the Yarra Yarra, a stream winding its way through the city,

into which these sewers lead, dispels the illusion. Victorians speak proudly of "Marvelous Melbourne," but their jealous neighbors wilfully construe this title *Marvelous Smellbourne*. Typhoid and diphtheria sweep away hundreds every season. English experts are trying to devise a remedy but as the city is only a few feet above sea level proper drainage becomes a puzzling question.

The city proper is a mile square. Here are the shops and ware-houses, theaters and offices and many of the large churches and public buildings. Physicians are the only members of society that have their homes within this limit.

All classes are glad to get away from the rush of the city into suburban districts where there is a chance for pleasant homes and gardens. Excellent railroads connect these outlying towns with the city. Trains run at brief intervals and cabs wait at every station.

Toorak and St. Kilda are the most fashionable regions, but Elsternwick, Phrahn, and South Yarra contain many lovely homes.

In all these towns the houses are named not numbered. Think what the trials of a postman or a messenger boy must be, for some of these 'towns' contain thousands of inhabitants and are what we call cities. Many of the names are from the Native languages, "Gurrawarra," "Lal-lal."

The people of Melbourne are lovers of good music, and excellent concerts are given at the Town Hall which will hold an audience of four thousand. The Princess Theater is large and handsomely furnished. In summer the roof can be raised and two waterfalls, one on either side of the stage, trickle over rocks and ferns helping to cool the heated air.

Horse-racing is undoubtedly the favor-

ite amusement in this gay city. Flemington Track where the Melbourne Cup Race is held, compares favorably with the English Derby. 'Cup Day' is the event of the year. All business is given up for the day. People came from all over the colonies and fortunes are lost and made in the result of the day's races. The track is turfed and Flemington is a beautiful spot with its lawns and flower beds.

Ladies have their gowns imported from Paris or London for the occasion, and devote the afternoon to slowly promenading back and forth on the lawn.

One striking characteristic of the Australian is his love for sports, cricket, foot-ball, rowing, boxing, tennis, anything that calls for strength and skill is encouraged. No doubt the conditions of climate have something to do with this. Clear air the year round, there is no rainy season properly speaking, invites out of door amusements.

Adelaide is a pleasant town, it always reminded me of San Jose in its pretty homes and gardens. The climate is very similar to ours only it is hotter in summer. The same fruits and flowers that we enjoy, grow in profusion there. Adelaide might be called the "Boston" of the colonies, great attention being given to education and general culture. Australians call it the "City of Churches." The plan of Adelaide is interesting. First is an inner square containing the business blocks and public buildings around this are parks and reserves, and outside is the residence portion. These parks and gardens wall in the city and insure a supply of fresh air. Adelaide like all other Australian towns has its fine public buildings and well paved streets. The favorite building stone is white and most of the pavements are of the same material. This makes a glare

very trying on the eyes on a sunny day, but it gives the city a delightful air of cleanliness.

Six hundred miles from Adelaide toward the interior lies Broken Hill, where the richest silver mines the world now knows are located. Here I spent most of my year. This township is only six years old; but its population numbers twenty thousand. Its streets are lined with substantial brick or stone buildings. Its mines and mills are beautifully lighted by electricity; offices, shops and dwellings are connected by telephone, and a railroad with comfortable sleeping cars connect it with Adelaide. I mention these facts to give you some idea of the character of the people who are bringing Australia forward.

Nearly all of the dwelling houses in this far away township are built of corrugated iron. Lumber is too expensive to be used in building for anything except the framework and flooring. The timber used in these great mines is shipped from Oregon. These iron houses, (it seems as if one were trying to live in iron) are built with wide verandas, giving ample room for swinging hammocks, and are very comfortable. They are hot during the day but cool much more quickly than a stone building, and are really the best houses for the climate. Broken Hill is well in toward Central Australia, and you know that is a desert. The greatest luxury of the place is an abundance of water. Every house has large tanks for saving rain water, but rain is not to be depended upon, sometimes more than a year passes by without a heavy rain, then water has to be brought a distance by train, and is sold from house to house in small quantities. Can you imagine any greater hardship than not having what water you need? I am

sure from the appearance of some of the miner's families, it was at least scarce, if not a luxury.

You have all read of Australian dust storms, but you will never know what the words mean until you experience one. On the third of January, we lived in one from eight o'clock in the morning until nine in the evening. It was intensely hot at sunrise, and by eight the wind began to blow bearing clouds of red dust. In a short time one could not distinguish objects ten feet away and in spite of closed doors and windows our house was filled with fine suffocating dust. This continued all day with the thermometer at 110 deg. In the evening the wind died away and a refreshing shower washed the air so we could breathe once more. We fairly shoveled the dust out of our house. These storms are usually followed by showers, sometimes they come on so quickly that the dust is changed to falling mud.

The country about us was covered with a scattered growth of shrubs, and bushes, resembling our sage brush. In most cases, the bushes bore blossoms and after a rainy season the whole country was gay with flowers. Miles of bright yellow straw flowers, or the brilliant desert pea, delicate orchids and daisies spring up as if by magic. The Proprietary mine whose monthly out-put of £100,000 places it at the head of all silver mines was discovered on a sheep station. Broken Hill is located on Mt. Gipps Station. This does not disturb the sheep, however, for in this region, though it is valuable as station land, each sheep is allowed 10 acres.

We used to drive for miles and miles into the country, and see no living creatures except the rabbits and crows.

I had a chance to see something of

the rabbit pest. As the herbage sprang up the rabbits appeared, and for a time prospered wonderfully. When we rode through the shrub they would jump up in all directions and move in drives like sheep, before us. There were gray rabbits, black rabbits, occasionally a white one, black and white rabbits and yellow rabbits. When water grew scarce and vegetation dried out, they grew bolder in their search for food, coming into the town and dodging under the horses' feet. We often found as many as twenty in our little garden in one day. At one time the health of the town's people was threatened by the number of these creatures dying about us. For miles all vegetation was devoured—shrubs and trees were stripped of their bark four and five feet from the ground, for rabbits *do climb trees* in Australia, strange and improbable as that may sound. I have seen them four feet from the ground gnawing the bark from a limb, and I have seen their bodies suspended from a greater height when a pair had caught in a branch in their efforts to climb down and poor "Bunny" had hung until he died.

The station owners are in constant warfare with these pests. Careful men build miles of wire fencing about their places, and devise all sorts of death traps. The most effectual yet discovered is the use of sandal-wood twigs, a native shrub dipped in a weak solution of strychnine. The rabbits are fond of this bark. One man told me of paying for the scalps of 80,000 killed on his station, besides 15,000 destroyed by his overseer and men, and many not counted killed by sportsmen. This was one season's work. It is remarkable how plants as well as animals, harmless and useful to man in other parts of the world, become a trial in this Southern world. The sweet-briar for instance, no doubt

planted near his cottage door by a home-loving settler in the early New Zealand has become a pest country. Growing so luxuriously increasing so rapidly that farmers to pull it out with iron rakes and horses. And the black-berry so Australian in the same way. Such a bad name that a plant will allowed on a well kept farm.

We were visited, too, by cloud crabs and grasshoppers, and of flies of affectionate, clinging which had to be taken off of one, no brushing away had any effect. Both men and women wear veils to protect the face in driving across the try.

A few years ago the region Broken Hill abounded in kangaroos, bush turkeys and wallaby turkey, occasionally a pretty grout, the crow and the magpie are

The wallaby is a pretty animal, a miniature kangaroo with soft and great brown eyes. They charming pets—are perfectly gentle and harmless.

The magpie is a handsome bird makes a most interesting though chievious pet. One that lived with us for three months furnished amusement for the family. To be sure he every bright object left in his way had to watch our rings and the and one pair of gold-rimmed spectacles was never found. One of his amusements was swinging on the while they were drying. He catch his claws into a garment, the wind blew it about, swing his head down in the most contented manner. He was a noisy creature scolding in a harsh tone, but at night his notes were charming, a soft gurgling in a clear sweet whistle.

alians birds are very interesting. You miss the sweet songsters of the northern world, the brilliant colors, the intelligence, and the quaintness of the Southern birds make them very

very. You are familiar with the emu, only remarkable for its stupidity, its success in breaking down wire fences and its green eggs. It has been decided that the bird does not eat the fences, as has been suggested, but merely walks over them. You know of the bower bird and its wonderful nest; and of the kangaroo jackass. The latter well deserves his name, he is also called Bush-bloomer from the fact of his *laughing* during certain periods. His laugh is most peculiar. I heard three of them in the city near Adelaide, evidently enjoying a joke. First one gave a queer laugh from the top of a tall tree, another answered, and another, finally gave a wild mocking laugh, dying away at the distance as they circled into the forest. If Australian birds cannot sing nearly all of them can whistle. The large family of kangaroos and cockatoos, the lyre bird, the crow, all learn easily. Every Australian home has its pet birds—two or three but often a collection enough to be called an aviary. There is an endless variety of parrots of all shapes and colors, and they are found in all parts of Australia. 'The Kea' so like to sheep lives in the high mountain regions of New Zealand. Even the customs are different from ours; a young Australian has never heard one hoot, in the little brown bird flits about at twilight 'Mopoke,' 'Mopoke.'

Australian quadrupeds are marsupials except the dingo or wild dog. The most numerous family is most numerous, with many branches from the kangaroo

rat, hare kangaroo and the wallaby to the great red kangaroo standing 6 or 7 feet high. You have read of the Platypus or duck-bill mole found along the Murray, so strange a mixture of bird and beast, that when the first specimens were sent to Europe, scientists thought it a creation of man like the Chinese mermaid.

The so-called native bear is a funny little ball of fur sleeping all day and frisking about at night to feed on gum leaves.

Snakes are numerous and in nearly all instances poisonous. Lizards are well represented. The great iguana makes its home on the interior plains.

New Zealand is a rival of Ireland in having no serpents on its shores. One can ramble through its ferny gulches in perfect safety.

Perhaps you are wondering how one could enjoy life in a town with the peculiar surrounding of Broken Hill. No doubt the novelty was itself attractive. Customs, manners, and surroundings were just different enough from those to which I had always been accustomed to be interesting, but the great charm was the kindness of the people. An Australian's hospitality is unlimited. For the time his home, his time, his friends are to be counted as your own. Amusements of all description are planned for your happiness and you are made to feel that *you* are conferring a favor by accepting this kindness. Some of the social customs and habits of speech may interest you. The people of Australia, as you know are either English or Scotch or the immediate descendants of these two races. Naturally society is based on English laws of etiquette. The ladies are wonderfully prompt in returning calls. If you pay a call in the afternoon you are offered a cup of tea, if in the forenoon, a

cup of cocoa or chocolate. Dancing and tennis are exceedingly popular. The dinner party is the favorite entertainment. If you go to the theatre or a concert, you must wear evening dress. No man escapes the misery, I believe that is what most of them call it, of a swallow-tail coat in that country, if he enter society at all. A good mason cannot attend a masonic banquet without donning one, and the busiest men want to hear good music occasionally or see a good play, if they are willing to deprive themselves of dances and receptions.

It takes one some time to get used to the new names and expressions. Sending a *telegram* is sending a *wire*. You must call a *cracker* a *biscuit*, and if you want a *biscuit* you must ask for a *scone*. Carts are trolleys, vegetablemen are green-grocers, stores are shops, cars are trams, a druggist is a chemist, and a dry-good's man a draper. Your teeth are *stopped* not filled, a baby-carriage is a perambulator, rubbers are goloshes, a sheep *ranch* is a *station*, and *candies* are *lollies* sold at lolly-shops.

When a gentleman calls in the evening, his hostess greets him with good night instead of good evening.

On every side you hear the expression 'thank you;' we might well take a lesson from them only it is given with, what is to us, a peculiar accent 'thank! you!

Australian slang is amusing, though I fear it is hardly proper to tell you about it. Hoodlums are called *larrikins*, a new comer a *new chum*. You constantly hear the expression, "a bit,"—"a bit of a fuss"—The day was a bit warm. If they were doing our work, probably they would have a *bit of a time* over their programmes.

If one is inclined to be airy, he is "putting on side." If you are angry you are

cross or a bit *Scotty*. Of course they the English "Fancy" and "Nasty," to one the most comical is their *jolly*. If things are agreeable "jolly nice," if not it is "jolly m Sometimes they are jolly glad and "jolly sorry." Some of their pronunciation seems strange to us, just as does to them. They claim that w American and vary, and that our are pitched too high, and that we h peculiar twang. No doubt this is true, but the strange thing is that cannot be made to see any of their peculiarities. Many of the native tralians have a well developed twa their own. In the shops you const hear long a pronounced as long i, p pale, shide for shade. Will you piece of cike?

On Sunday no newspapers are lished, no trains are run, tele offices are closed and business kinds is suspended. Saturday after is a half holiday, shops and bank closed and the day is given up to sions and sports. On Saturday after the reserves are crowded with boy men of all ages playing foot-b cricket.

Australia is rich in holidays Christmas every thing stops for s days and at Eastertide, from Good day until after Easter is a legal h Christmas is hard to celebrate acc to well establish ideas with the mometer ranging from 110 degrees degrees. Turkey and mince pie sadly out of place, one longs for ice-cream soda, articles not to tained in the Colonies. People f the energy to plan Xmas fest And when you think of it, most Xmas joy depends on family re about a cheerful fire and there, th thought of fire makes us gasp.

Xmas of 1890, we began by attending church. That was the only exertion of the day, the remainder of the time we spent in hammocks and reclining chairs, armed with large fans, in a vain endeavor to keep cool. The evening was comfortable on the lawn, comfortable if you kept still but entirely too warm to think of any amusement except chatting and singing. It makes the year all wrong to celebrate Xmas in midsummer and Fourth of July in mid-winter. I do not know which was harder to make a success; our Christmas dinner or our Fourth of July picnic, when we drove out ten miles, wrapped in furs and heavy rugs, to eat lunch under some tall gums. I should like to say a word for the gum tree. We have introduced one of the poorest types either for beauty or shade. They are found in endless varieties (N. S. W. alone claims over fifty). Some grow with rounded tops, looking from a distance like oaks; others bear handsome red blossoms, and one variety, coming from Queensland, has sweet scented leaves, with a perfume resembling lemon verbena; while the giant gums of Victoria are taller than our own 'big trees.' Gippsland, where these trees are found, is, I am told, a wonderfully picturesque region with ferny gulches and a wealth of semi-tropical vines and flowers, where the lyre-bird makes its home. This region and the Blue Mts. near Sydney are the beauty spots of Australia.

Some one has summed up Australia as "A land of Trees without shade, birds without song, and flowers without perfume." This is hardly just. For, while the Eucalyptus leaves are arranged on a plan of their own, turning their sides instead of their faces toward the sun, the large family of the Acacias and their cousins, the broad leaved Wattles, are delightful shade trees.

The Morton Bay Fig of N. S. W. and the Tree ferns of Victoria and Queensland are models of grace and beauty. Of course all cultivated flowers, lilies, roses and violets, are just as fragrant there as here, and many of the wild flowers have a delicate perfume. The neighborhood of Sydney is famous for its native lilies and orchids. Botany Bay received its name from the wealth of floral treasures displayed to 'Banks' and 'Solander,' two scientists who accompanied Capt. Cook on his first voyage to this southern world.

One authority states that the well marked species of flowering plants amount to about nine thousand.

Around Adelaide the hills are clothed with beautiful grasses and great flower beds of native heath, rose color and white, while lilies, orchids, buttercups, and violets add a delicate beauty.

The so-called "salt-bush" is interesting, there are over one hundred kinds and they furnish excellent food for sheep in regions where grass will not grow. I regret to say that I did not make the acquaintance of the famous Australian cherry with outside pit that our geographers are so fond of describing. I met one or two people who had seen such a fruit. The seed or pit grows on a fleshy receptacle, but the fruit is more like a currant bush than a cherry.

In the markets of Sydney, Melbourne, and Adelaide, you will find the fruits with which we are familiar and with these, some that are new to us. The Passion fruit grows on a vine resembling that of our well-known passion flower. It is delicious and might be cultivated here. Their cherries, peaches, and berries are not so fine as ours, and they have not learned the art of cultivating a variety that they might have strawberries or peaches for several months as we do. There is

one short strawberry season and one season for peaches. Their oranges, lemons, nectarines and grapes are particularly fine. They make extensive use of 'loquots,' a fruit occasionally seen in our markets. New Zealand is famous for its apples, and Tasmania for its apples and its berries.

You will perhaps be interested in a few words about the Australian aboriginal, who with his boomerang, and his waddy, his opossum rug, and his very disagreeable habits, is fast disappearing. The race is extinct in Tasmania, and in Victoria, South Auckland and N. S. W. a few are left, cared for by the government, or finding a home on some of the large stations where their services as 'trackers' are valuable to the herders, in looking up stray cattle or sheep. Some are employed by the government as mounted *troopers*.

These people were never numerous in the interior, for food and water were too scarce; but along the Murray and near the Coast they lived in hordes moving from place to place as food could best be obtained. The natives were never dainty in their choice of food. They would eat anything they could catch.

Their weapons were different kinds of throwing sticks and spears. They wove nets and formed rude canoes from bark, to aid in their fishing. Now, to see them in any number one must visit either Queensland or Western Australia, where they still live in a savage state, holding their corroborees or dances, having their constant tribal wars, and in some places still practicing cannibalism. The corroboree is a weird festival held at night, sometimes it is in the form of a rude drama—and the actors paint the outlines of the bones in white on their black faces, looking in the dim light like a group of dancing skeletons.

Another curious custom is their mode of fighting duels. If two men have a difficulty, each arms himself with a waddy or heavy club. While facing each other, one bends forward, and the other hammers him until he is tired, then he bends over and allows number two to have a chance to do some hammering. No one interferes, as it is considered the proper way to settle any trouble. This is continued until both parties are exhausted, or until the injured feelings are sufficiently soothed, and the two men are content to be friendly once more. Their skulls seem to be specially planned for this form of combat, for an ordinary man would be knocked senseless with a few blows from these powerful clubs. A few general thoughts before closing.

The great interior is still an unsettled waste. Many noble lives have been sacrificed in vain attempts to fathom its mysteries. Such names as Burke, Will, Sturt, Stuart, deserve to rank with the great explorers of the world—for their unselfish efforts in the cause of science. With great suffering and loss of life, a telegraph line has been built between scattered stations—so that communication is established across the continent.

The question of interior exploration seems now to rest with the sheep men, the large stations are gradually creeping toward the center. Each year more land is enclosed at great expense, wells are sunk, or underground currents traced, so that a scanty supply of water is obtained. Then, too there is great activity in the search for minerals. The hope of finding precious metals will draw men into any form of hardship. So mining and sheep raising are unconsciously doing much to aid in this work of exploration.

The colonies are rich in minerals. You are familiar with the wonderful gold

that first made the continent then nuggets worth \$50,000 added up. Rich mines are still Ballarat and Queensland. In all are found beautiful opals. tin, copper, and coal are distributed.

fisheries of W. Australia island are valuable. Much attention to grain raising and vine

californian will be interested in of the Chaffey Bros., from who are at work on a great scheme in Victoria and South

Water can be drawn Murray, and large tracts of being reclaimed and planted. perous colonies have been h ten acre farms laid out, and es trees and vines already bear- is irrigation scheme is the suc- w seems probable, and our rain n are fortunate in their efforts, ll what the future of Australia vastes may be!

ony has its own governor sent en, makes its own laws and own railroads. All railroads by the government and each its own gauge. Whenever dividing line, all passengers, baggage have to be trans-one train to another. Some ve heavy duties, others light- S. W. is free trade. This l more trouble for it means ight has not only to be trans- has also to go through the se. Last year, as you may the premiers and leading men ies met to discuss the ques- deration. They drew up a overnment founded on most ciples drawn from that of the Canada. Should it be adopted

all these vexed questions of intercolonial duties and R. R. gauges would be settled, and it would also help to do away with the strong jealousy that now exists among the colonies particularly between New South Wales and Victoria.

With her cable and her fine lines of steamers connecting her with the great commercial centers, Australia is rapidly drawing near to the rest of the world. The story of her first century, her wonderful growth and development in the face of early suffering and darkness reads like a fairy tale. She is young, rich and ambitious. When her resources are more thoroughly developed, and when she shall have gained strength by federation and, dare I say—separation, who can foretell her place in the world's history?

EDUCATIONAL.

MODEL LESSON.

Teacher—MISS COZZENS.

SUBJECT—Technical Grammar.

CLASS—9th year.

POINT—Adjectives and their classification.

"Class, you may write the following sentences: Pupils are studying, Those pupils are studying, Three pupils are studying. "What pictures do these sentences present to your mind?" Different pupils gave their pictures, one boy saying; "In the first I may see all the pupils in the world studying; in the second, I see a group, and in the third, I see only three." "Suppose you wished to frame your pictures, how large would you have your picture frames?" "The first should be large enough to include all the pupils of the world; the second smaller and the third still smaller." "What relation, then, have the last two frames to the first frame?" "They would

be smaller." "Give me a word which, in this sense, means smaller?" "Definite or limited."

"Write these sentences: Good pupils are studying, Sick pupils are studying, and Primary pupils are studying. See whether there is still an idea of limitation." Limitation discovered.

In the first group of sentences pick out the words which tell us of the size of the frame." "Those and three." "What did they do to the size of the frame?" They limited the size." "Can you discover any particular way in which the words limit? If I were to say, 'Those boys are quarreling,' what boys would I mean?" "A certain number." "What word shows that?" "Those." "What does *those* do, then?" "Point out." "What is the use of the word *three*?" "It points out also." "These words seem to have a finger attached merely to point out. How does *sick* describe pupils?" "By telling condition." "How does *good* describe?" "By telling quality." "Primary?" "By telling position." "Under what name can we include all the words? Suppose I had just come from London and I wanted you to see it just as I saw it, what should I do?" "Describe it to us." "What word can we use, then, that will include all the words which tell of the condition, quality, and position of pupils?" "Descriptive." "I shall now write all the words on the board and put them under their correct heads—pointing or descriptive." By questioning the following partial-summary was produced:

Good	} Descriptive.	Those/ Three	Pointing
Sick			
Primary			

"Take these sentences: She is good, He is merry. What do good and merry tell us?" "Good tells quality; merry, condition." "See what *those*, *three*, etc.

referred to." "Pupils." "What good and merry refer to?" "She, he." "What part of speech is *she*? *Pupils* is a noun, *she* and *he*, pronouns." "Under what head shall I put *merry* good?" "Descriptive."

"We call these words which show limitation, *adjectives*. I shall write word on the board. Let us divide words and see whether the syllables have any use." "Ad equals to, *ject* equals to *throw*, *ive* equals that which." "What does the word mean?" "That which is thrown to." "To what is the adjective thrown?" "Nouns and pronouns." "What other way may we say thrown?" "Added to."

"You may now write me a definition, but, first let me ask you a few questions." "What are pupils?" "Persons." "What is the word *pupil*?" "A noun representing pupils." "Keep in mind, then, *pupils* are *persons*. Now, write a definition." Several definitions read, one follows: "An adjective is a word added to a noun or a pronoun to describe and limit it." It was further explained that adjectives do not limit the nouns, pronouns, but the *persons* or *things* represented as such. Later definition, "An adjective is a word added to a noun or pronoun to describe the thing represented." One girl was sent to the board to write her definition (the abstract) while another was sent to the board to write an abstract (given below).

Summary.

Directions were definitely given and pupils were questioned till the following abstract was produced on the board:

Adj's	{ 11 Classes	{ Definition	{ Limiting	{ Purely Limiting	{ Pointing

"Tell me one thing you have learned."

Answers: Definition of adjective. "There are two classes," etc. One pupil finally answered that *nouns* and *pronouns* are *names* and not *persons*, and that *adjectives* are *descriptive*.

fore adjectives describe the persons or objects represented.

Assigned work:

Pupils were given a list of sentences containing adjectives about which they were to tell the class, and in what way they limited.

ALUMNI.

Lizzie Armstrong, May '87, teaches in San Diego.

Edwina J. Dufficy, Jan. '90, is teaching in San Rafael.

Faith Kinsay, Jan. '90, teaches in McHenry Dist., Stanislaus Co.

Mary W. Houlton, Jan. '90, is teaching in San Luis Obispo Co.

Susie M. Davis, Jan. '90, is teaching a primary school in Eureka.

Lyla A. Forsythe, June '90, has a school in Mill Valley, Marin Co.

Anna Grozelier, Jan. '90, is teaching at Smith's Flat, Eldorado Co.

May Stern, May '83, is at work now in the the Crescent district of Fresno Co.

J. W. Graham, Dec. '87, is at work in the Eureka school at Hanford, Tulare Co.

Hattie M. Smith, June '90, has just finished eight months of pleasant teaching in Butte Co.

Franklin K. Barthel, June '89, has been re-engaged as principal of the Benicia schools.

Ellen McCuen, Jan. '90, is teaching her second term at the Pleasant Valley school, El Dorado Co.

Annie Pennycook, May '87, has been teaching since graduation in the Vallejo public school.

Nellie L. Ottmer, Jan. '91, is teaching in the Grape District School near Healdsburg, Sonoma Co.

Miss Margaret Wales, January '91, is teaching very successfully in the Newark school, Alameda County.

Frank M. May, Jan. '90, of Byron, Cal., and Miss Eva Preston of the same place were married August 27th.

Mary B. Killefer, June '91, has been assigned the fourth grade of the Redlands school at Redlands, Cal.

Frank M. May, Jan. '90, has a large school in the Pleasant Grove District, Woodville, Tulare Co. He enjoys his work very much.

Nettie Leonard, May '88, has taught in Monterey Co. since she graduated. She held schools in Pinkerton, Monroe, and Melville Districts.

Mrs. D. W. MacDonald, *nee* Fannie Hall, June '86, died at her home in Santa Ana, Oct. 27, after a lingering illness of a year and a half.

George Boke has returned to the State University to continue his studies with '94. He has been teaching school in Butte county during the past nine months.

ALL SORTS.

Ho(u)lt on, Hancock, Santa Clara is too far away.

A problem to be solved: Make a square meal of three beans.

Why is an author a queer animal? Because his tale comes out of his head.

Somebody said: "He hangs on the gate every night." Who can he be?

"What slave trade was prohibited in 1808?" Brilliant Middler—"Anti-Slave Trade."

'Tis said that Shakespeare's only representative in the Normal hath a heart of Stone.

Evidently Fred wishes to see some Mo(o)re chemistry aprons; he thinks they are so funny.

Overheard on tennis court:—"It's more fun to play with all boys than with two girls."

Prof. E. reproved "Smike" because he could not sing; but alas, his H(e)art was not in it.

Prof. K—to Geometry pupil—"Now, Miss S—prove to me that C. O. E. equals H. O. G."

Who is the young man that was mistaken for a messenger boy, when he made his usual evening call?

It would be well to organize an Experience Society. We should all like to hear the experience of the ancient Mr. B—on the subject "Woman."

"Is it better to have loved and lost than never to have loved at all?" Ask S. S.

The question of the day—"How many words can I miss, and keep out of the Spelling class?"

Miss J—"Now, there is Washington; we all love him." Mr. McB—"How I wish I were Washington."

Quite a novelty has been developed in the Ariadne Society in the way of a "Children's corner."

One of the Junior B's thinks of going to Holland when she completes her studies at the Normal.

How queer that all things in Australia even to the mournful are jolly. Something like Normal students.

It would be advisable for Miss J—to learn the difference between a letter-box and a fire-alarm box.

Why does one of the Senior B2 girls leave the faucet running? Because it reminds her of the babbling Brook(s).

Heard in the Senior B2 chemistry class—"Hasn't J—a beautiful, benign smile?" "Yes, seven by nine."

Brother Will had better pursue his midnight conversation in a milder tone if he does not wish them made public.

Some of the examples in Arithmetic Reviews are so complex that the pupils can't make sense (cents) out of them.

"I'm on to you," said the drop of ink to the blotter, in a tone of considerable asperity.

"Dry up," said the blotter savagely.—*Ex.*

Some people walk quick,
Some people walk slow,
But those get there soonest
That have only four seats to go.

We would suggest that the rising young attorney of Middle B2 learn the difference between "exhorting" and "extorting" money; that he has only a mock trial and then he's so

a desirable beau that he escorted
ly to the Art Exhibit and three
long to act as chaperons; you
Merry Middlers" are such proper

A soldier's gravestone in Cochin, China, bears this military command, carved after the man's name and the date of his death—"Arms at ease—Rest."

If one moon is the source of so much enjoyment and the cause of so many "struck" people, what do you think of living on Jupiter where they might have four full moons at once?

After spelling in room C, she felt fine for she missed only three; but when coming out of room I, she was asked: "How do you feel now?" The disconsolate reply was, "I feel flat."

SENIOR A CLASS SONG.

The day is short the room is cold,
The Seniors are both stern and bold,
Recess, their sole remaining joy,
Is spent in twirling round a boy.

Who was dat judge? Brudder Preston.
Judge—Why do you come here to school?
Mr. F.—Why, to graduate of course!

Who is the Junior B young lady who speaks of the "dimensions of a man?"

To what Normal boy might the following apply?
With lokkes crulle as they were layde in press,
Of twenty yers of age he was I guess.
He might also be called the "Lady of the Normal" on account of his locks."

"Twas a moonlight night in the month of May when Robert, son of a prominent gentleman of Augusta, went to see his Darling Kate. He had on a new Black suit, a clean White shirt decorated with Ruby studs, and took a Child's delight in his attire. His heart was Ful(l), more full than it had been before, as he had planned a great Treat for Katie. Meeting her on the bank of a babbling Brook, he passed not By(h)er, he determined to learn his fate. He gave her a Marguerite as a symbol of his everlasting love, saying that a Rose Wiltz too quickly. Many an hour they wiled away planning their wedding tour. They finally decided to go down through Georgia, reviewing the scenes of the campaigns of Gen. Sherman and of Montgomery and thence to Ogden, finally to Lake Donner which would be their future home. Many gentle hints she threw out as to the lateness of the hour, but he, all absorbed with future plans, heeded her not. Finally, driven to desperation she exclaimed, "W(h)y man! you stick like Tarr.

The Pacific Coast Teacher

A Magazine devoted to the Educational Interests
of the Pacific Coast.

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SAN JOSE STATE NORMAL SCHOOL.

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IT HAS BEEN THE DESIRE OF CALIFORNIANS for some time to remedy a very serious defect in our educational system—the wide gap existing between common schools and the University. The new high school law to which our people had begun to look for a correction of this fault, now, upon the threshold of its existence, is beginning to show the finger-marks of the bungling educational law-maker. Already in several counties litigation has ensued—the result of the various interpretations to which the extreme ambiguity of this new law has given rise. The spirit of the act in question is a commendable one, but the body thereof is plethoric with faults. We intend in the near future to have this law discussed at length and its imperfections clearly pointed out. We shall, however, in the meantime, harbor the hope that this educational "voice-in-the-wilderness," is no criterion of its author's abilities in other fields than that of education.

AS WE GO TO PRESS SEVERAL HUNDRED of California's most progressive teachers—and some of her non-progressive ones, also, we hope—are preparing to attend the regular annual session of the State Teachers' Association. We

understand that the State Series of text-books will receive a due share of the attention of the Association and we await, with no little curiosity, the outcome of such a discussion, feeling sure the sentiments of the Association in regard to the text-books will be worthy the endorsement of the teachers of the State.

FREDERIC HARRISON, IN THE DECEMBER *Forum*, impeaches in strong and eloquent language, the tendency to override modern education with inflexible rules and regulations, rigid courses of study, and burdensome examinations. Our educational system is indeed far from being perfect and one of the defects is that pointed out by Mr. Harrison. The ideas expressed may be characterized as being extreme, yet it is very questionable whether the remedy the writer rather suggests than offers is not a much needed one at present. The prevalent idea that the school, rather than the parent, is the natural educator of children; this in addition to the constant vigilance of educators to prevent the teaching of a morality that is anything more than "a rattling of dry bones," he characterizes as the roots of these modern educational evils. We give a summary of the paper on another page.

OUR LEADING ARTICLE THIS MONTH—Education in the Hawaiian Kingdom—contains much valuable information on a topic that should be especially interesting to California teachers, for the reason that, to the efforts of teachers from our State, the Island Kingdom owes much of her progress in education. "Kanakaole" is a teacher, and, for a time, was intimately connected with the Hawaiian educational department. He is, therefore, competent to treat this sub-

A CHAPTER FROM A NEW HISTORY.

Probably the most notable text-book which has appeared during the year 1891 is the work entitled, *Studies in American History* issued from the publishing house of D. C. Heath & Co., Boston. The authors, Prof. Earl Barnes, teacher of the History and Art of Education in Stanford University, and his wife, Mrs. Mary Sheldon Barnes, teacher of History in the Oswego Normal School, N. Y., have, we think, hit upon the idea which will prevail in future text-books on history.

We insert the following chapter as illustrative of the method followed in treating history.

GOLD IN CALIFORNIA.

A tale it was of lands of gold,
That lay toward the sun. Wild wing'd and fleet
It spread among the swift Missouri's bold
Unbridled men, and reached to where Ohio
roll'd.

—JOAQUIN MILLER, in *By the Sundered Seas*.

THE GOLD FEVER.—In the summer of 1848, gold was discovered at Sutter's Fort. The military commander of California thus describes the effect of this discovery:

We arrived at Sutter's Fort July 2nd. Along the whole route mills were lying idle, fields of wheat were open to cattle and horses, houses vacant and farms going to waste. Captain Sutter had only two mechanics in his employ (a wagon-maker and a blacksmith), whom he was then paying ten dollars a day. [Captain Sutter is a Swiss immigrant, who some time ago, came into California with a small party of men and built this fort which bears his name.] On the fifth resumed the journey... to... the Lower mines, or Mormon diggings. The hill-sides were thickly strewn with canvas tents and bush arbors, [in which the miners live]... A small gutter not more than... two or three feet deep was pointed out to me as the one where two men... had, a short time before, obtained \$17,000 worth of gold...

Hundreds of similar ravines, to all appearances, are yet untouched... Flour is already worth, at Sutter's, \$36 a barrel, and soon will be fifty. Unless large quantities of bread-stuffs reach the country, much suffering will occur; but... it is believed the merchants will bring from Chili and Oregon a plentiful supply for the coming winter... I was surprised to learn that... no thefts or robberies have been committed in the gold district.

As fast as the news reached them, Oregonians, Mexicans, Sandwich Islanders, Americans from Maine to Texas, Europeans, Chinamen, and Australians, started for California; and before the close of 1849 there were at least a hundred thousand men in this new territory. These were the *Forty-Niners*.

THE WAY TO CALIFORNIA.—A pamphlet of directions written in 1848 describes the following routes:

From New York to San Francisco, round Cape Horn, 130 days, and \$350. From New York to San Francisco, via Panama, 37 days, and \$420. Besides these a route across Mexico; the best route, "were it not for the danger (or rather certainty) of being robbed on the road."

The other route to the gold mines was by the old Trail to Santa Fe; thence into California by the road made by the Mormon Battalion. One of the immigrants of '49 notes in his journal:

July 1.—The desert over which we were to pass was an arid plain, without a drop of water, or a blade of grass... Slowly, but steadily we walked on. The night closed in upon hundreds of wagons... All walked who could, in order... to save their cattle; and as the night were heavily on, all sounds of mirth... ceased, and the creaking of wheels and the howling of wolves alone were heard... Mothers might be seen wading through the deep dust or heavy sands of the desert, or climbing mountain steepes, leading their poor children by the hand; or the once strong man, pale, emaciated by hunger and fatigue, carrying upon his back his feeble infant, crying for water and nourish-

ment, and appeasing a ravenous appetite from the carcass of a dead horse or mule....

EARLY GOVERNMENT IN CAL.—California was ours and was now filling with people so fast, that she wished to become a State. But the old question came up again, "with slavery or without?" And while the men of the free states were debating this question in Congress with the men of the slave states, California had no government at all. So the Californians had to think what to do for themselves; for something had to be done, and done quickly. As we read in the letters of the time, "Large portions of the population, lazy and addicted to gambling....support themselves by stealing cattle and horses....Wanted [a Justice of the Peace]....who is not afraid to do his duty, and who knows what his duty is." "American desperadoes....commit....assaults on the native population." As a result of all this, at a mass meeting in Sacramento [Sutter's Fort] in January, 1849, the following resolutions were passed:

WHEREAS, The frequency....with which robberies and murders have of late been committed have deeply impressed us with the necessity of having some regular form of government, with laws and officers to enforce the observance of those laws; And

WHEREAS, The discovery....of gold has attracted....an immense immigration from all parts of the world....thus adding to the present state of confusion....; Therefore,

Resolved, That in the opinion of this meeting it is....very necessary, that the inhabitants of California should form a....Government [of their own for the time being] to enact laws and appoint officers...., until....Congress see fit to extend the laws of the United States over this Territory.

Resolved, That we recommend to the inhabitants of California to hold meetings and elect delegates to represent them in the convention to be assembled...for the purpose of....preparing a form of government to be submitted to the people for their sanction.

During the course of the year, such a convention met, and formed a constitution for the State of California, in which it was declared that California should not allow slavery within her borders, and with this constitution California was finally admitted to the Union.

Even up in the mines a Forty-Niner tells us:

When a man was arrested for stealing or any thing of that sort, a jury of twelve men being selected, they would take their seats on the logs or the ground, listen to the case and pronounce their judgment, when the verdict would be acted upon without delay. A common penalty was to shave one-half the head, give the offender a few vigorous lashes, and bid him leave the diggings and never return under penalty of death.

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FEBRUARY, 1892.

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TEACHERS AND THE TAUGHT.

Read before the State Teachers Association at Riverside, Dec. 31, 1891

By DR. A. W. PLUMMER.

Every object in nature that one sees is an educator. No person can look upon anything or perceive it through the senses without having an impression made upon his mind in some manner. When we remember that every person we meet on the street, in public or in private places, leaves upon the mind an impression either for good or evil, how should we be careful of our lives.

Every pupil in the school or on the playground is influenced, and is influenced by every other pupil with whom he comes in contact.

The teacher's every expression, whether in dress, manner of walking or of speaking, expression of the face or speech, is impressed upon the child's mind, never to be effaced.

All educators, however, thought is potent.

The education of a child is received from such varied sources and under such varied and variable circumstances that it is the efforts of the most careful student to know what developed certain characteristics. The development of the character of the man or woman began before he or she was yet unborn, far in the past when the minds and characters of our ancestors were being formed, and

when they of the past were weaving circumstances that should influence generations to follow. The man of the present is a little epitome of mankind since creation.

No teacher presumes to fully trace the chain of circumstances, even of one short life, yet no teacher can afford to lose sight of the fact that man is the creature of environment, and that no two of her pupils have been surrounded by exactly similar conditions and subjected to the same influences, though they be twins and are always together, any more than there are two objects of inferior life—animal or vegetable—that are exact prototypes of each other in this regard.

The teacher cannot labor upon a good basis, or intelligently, without some knowledge, at least, of the ancestors of the child, and the surroundings that have been, and are, the most powerful factors in guiding and impressing that individual child mind. He should be able to map the temperaments of each pupil, his most important traits of character, his idiosyncracies and natural inclinations.

The neat, bright, cheerful girl, and the untidy, dull, sullen girl. Who does not know them both? But how many stop to think that the difference is not

altogether due to the virtue of the one or the fault of the other. How different their homes, their parents, their ancestors. Increase your work with the unfortunate child, and generations to come, yea, she herself, will reap rich harvests of better thoughts planted in her soul. Count 1 per cent. advancement here a greater victory than 10 per cent, where needed less.

The great study of the teacher is life, and the various factors which make up its varied phases. The builder must know the material before he can plan the structure. Psychology, therefore, is pre-eminently the teacher's study. A knowledge of the mind and its forces is the grandest of equipments for him who wishes to educate to strong thought and right action.

The teacher assumes the ability to deal with the development of the child mind, and the great responsibility of forming character; then what must be some of his or her qualifications?

The ideal teacher possesses every virtue that could be desired—he is a perfect being. We have only one example—He who doeth all things well,—the Great Teacher.

Comenius says: "According to the heavenly idea, man should know all things, and of himself, should refer all things to God. Nature has implanted within us the seeds of learning, virtue and piety. To bring these seeds to maturity is the object of education."

"If we would ascertain how teaching and learning are to have good results, we must look to the known processes of Nature and Art."

No amount of method will compensate for ignorance of the subject. Knowledge of the subject, and method of imparting it, should go hand-in-hand; one without the other is of little value.

The teacher should be well educated—the more highly educated the better. A liberal and broad education, however, does not *insure* success as a teacher. A person with limited knowledge may be superior as a teacher, to one with a very profound knowledge. The qualifications necessary to make a good teacher are peculiar in themselves, some of which, I hope to present in this brief review, as I desire to touch upon the more common points of the teacher's mission and requirements. The fundamental requisites are similar to those for any other professional line of work; they are a good physical organization, a well balanced intellect and a possession of a liberal education. All backed by a good supply of common sense, firm convictions and decisive action.

It is of prime importance that the teacher should possess good physical health and should ever be watchful to keep it thus. A sick or exhausted person cannot do his best work. A teacher's undigested cold dinner or his evening party may bring the pupil a strapping. Deliver the children from dyspeptics. It is a part of his profession to develop good physical as well as mental organizations in himself and his pupils. Neither the mind nor the body can be developed alone without injury to the other.

When it becomes necessary for a teacher to take some narcotic in order to secure sleep it is time to cry halt. means a breaking down of nervous energy that should be treated to something quite different from bromide, chloral, etc.

Teachers must be good organizers in order to succeed. They should have definite plans for work, a regular time for everything and everything done in time, as well as a place for everyth-

and everything in its place. Regularity and system in the routine of the school room, as the moving of classes, the passing out and in of lines of pupils at intermissions, etc., are among the most potent factors in developing orderly and attentive habits in pupils, and in leading them to become careful and methodical in all their future work in the various walks of life.

"The course of study should be arranged in strict order, so that the earlier studies prepare the way for the later." System implies good programs—programs for study as well as for recitation, and these plans rigidly carried out. The greatest amount of time possible is to be found only in method.

Interruptions are a prolific source of evils in our schools. Teachers often divert the attention of the school by referring to something entirely foreign to the work, or by a private interview with a disorderly pupil. The attention of 60 pupils misdirected for five minutes is five hours wasted and money lost. It discourages pupils to be compelled to lose the claim of sequence in their studies, and besides, makes him inattentive and eventually listless. "Iron that might be wrought at one heating should not be allowed to get cold, and be heated over and over again."

To be Continued.

MILITARY DRILL IN PUBLIC SCHOOLS

BY HARDING M. KENNEDY.

When military drill was proposed in the Normal School at San Jose about two years ago, it was regarded by many of the students, particularly by the young men, as a venture of doubtful success. The enthusiasm of a few, however, led to organization; marching and military orders were learned; a consign-

ment of muskets was made to the companies by the State. The result being that the Normal School has now several companies well equipped and drilled. Military tactics is now a requirement in the school. Companies of young ladies—minus muskets of course—have been formed and these display as much skill and enthusiasm as the young men.

By many it was suggested that we might introduce military drill into our schools; that in the already crowded common school curriculum we might find room for a little "soldiering."

Well I have tried the drill with the most favorable results, and in the hope that the experience may benefit others, this humble article is written.

The first of last September I took charge of a mountain school. The children, like many in the mountains, were awkward to the extreme. One could keep step with them about as easily as he could with a kangaroo. The left foot was constantly identified with the right and vice versa. To remedy this state of affairs I resolved to apply what knowledge of military tactics I had gained while in Company B at the Normal, to organize the pupils into a miniature company and drill daily.

Of course the move met with opposition, but by earnestly expounding the advantages to be gained and the good results sure to follow, all dissenters were won over and soon we had a company of sixteen. We have now been drilling nearly three months and the results are that the companies can go through most of the simple evolutions and can creditably acquit themselves in the sword manual. And all this gained by only ten minutes drilling daily.

Now perhaps we should add a few lines as to how we began and how we work. The first two weeks were spent

in learning to "right" and "left dress," "right" "left" and "about face" and to march in single column and single file, impressing constantly on the children the necessity of always keeping a straight line and guiding by the head of the company.

Then we took up marching by fours and the necessary evolutions in formations of fours.

At the end of about six weeks the members procured for themselves "swords." They were not elaborate weapons with shining blades and polished brass handles, neither did we have brass tipped leather scabbards in which to sheathe them. But the plain, peeled wands answered every purpose, and the children are just as proud of them as if they were costlier weapons.

Now came sword drilling. First the children were taught how to hold the wand at "carry arms," then came successively, "order arms," "right-shoulder arms," "present arms," "parade rest," "support arms," and "parade" and "in place, rest." During all this the marching was kept up.

"Yes, but what good do you derive from this?" a doubting one asks me. Humboldt beautifully says, "The finest fruit earth holds up to its Maker is a finished man." Endow a man with a sweet, angelic temperament and faultless morals, give him the wisdom of Solon, and yet if he has not a physical frame in proportion to these mental and spiritual excellences, he is not a finished man, he is one sided in his development. Now this is what military drill will do. It will help to make an athletic robust man or woman; it will develop these physical qualities, which, alas, lie too often dormant under the lethargic influence of the public school. Is a straight figure, an active body, a graceful carriage desirable?

Then is military drill useful, for it teaches all these and many more.

Nor does military drill call into play only the physical part. In a rapid, enthusiastic drill the perceptive faculties must be continually alert. The ear must catch the command, the eye must watch the alignment. And the mind itself must be intensely active. It must decide in a flash the proper movements in executing the command; it must weigh and consider the command—for the teachers occasionally should give impossible commands, as coming from a "reverse" to a "support" or from a "present" to a "parade rest."

And there are other good results. A beneficial *esprit de corps* is created, and the generous rivalry sure to exist prompts each member to his best. And the teacher, as commander, will find that the hold gained over the children during drill time is continued in school hours and thus as an aid to school discipline the drill is worth many times the care bestowed upon it.

If a teacher does not understand infantry tactics well enough to teach it in his school, he may get a copy of Casey or still better the new U. S. Tactics which have superseded Casey, and a little diligent reading will give you all desired information.

And, in closing, if you want to infuse new life into your school; if you want to gain a better hold over your pupils, and if you want to improve your children and yourself, in many other ways—for the good results are manifold—introduce military drill even if you have to sacrifice some other study to do it. Your time and trouble will be well repaid. Try it.

One-half of the people that are born die before the age of 16.

Relation of the Kindergarten to
Science Work.

BY ALLIE M. FELKER.

Science-teaching, or the teaching of organized knowledge, has for its objects the harmonious development of the child; the making of educational work all-sided, universal; the preparation for complete living.

By a proper scientific development, the child is brought into sympathy with Nature of which he himself forms a part, and he early learns to love truth for truth's sake.

The principal difficulty to be encountered in Science-teaching is the lack of right preparation on the teacher's part. She has been reared in a book world of disconnected facts. The temptation to seek for printed knowledge is great. Nature's book ever lies open before her, but she is at a loss to know just how "to go forth into the light of things and be taught." Again when the conscientious teacher looks about for a foundation upon which Science-teaching may rest she finds none. No less an educator than Joseph Payne has said, "Science is the grand desideratum of our age, the true mark of our civilization. We want science to supply a mental discipline unfurnished by the old established curriculum; we want it as the basis of the technical instruction of our workmen. As things go, every teacher is left to frame his own theory of science-teaching, and his own empirical method of carrying it out; and the result is, to apply our illustration, that the fabric of Science-teaching now rising before us rests upon no recognized and established foundation, exhibits no principle of harmonious design, and that its various stages have scarcely any relation to each other and least of all to any solidly compacted ground-plan."

An hundred years ago there lived in a German forest a boy, Friedrich Froebel, who in infancy was left motherless. The father died when Friedrich was a mere child. Indeed, so lonely was this boy that he turned to Nature for companionship, and to her during his whole life he went for solace and instruction.

Froebel became successively forester, book-keeper, architect, teacher. He communed with Pestalozzi. Afterward he gratified his desire for knowledge as a University student. He served as soldier. Then he began studying at Berlin in the mineralogical museum where he reflected at leisure upon the geometrical forms of crystals and their symbolic meaning. Here he hit upon the ground-forms in nature, sphere, cylinder, cube. These, when he resolved to devote his life to early childhood, were introduced as "gifts" into his kindergartens.

After years of profound study of nature in its law of development and the most careful contemplation of the child, he found Unity the basis of all principles of development. Upon this law, deduced from Nature herself, Froebel based the Kindergarten, "child garden," where the child is a plant, the school a garden and teachers gardeners of little children.

Froebel did not intend that Unity should be confined to the first six or seven years of childhood.

He meant to have it extend through the different stages of development in the child's whole school career. His so-called system of education was intended to extend from the cradle through the University. Froebel's life was too short to work out a plan for higher education. He said that he was too old to attempt the fusing of Kindergarten culture with public school work. W. T. Harris, W. N. Hailmann, Col. Parker and other educators of the present time have stimu

lated activity in the line he has pointed out.

The objects used in the Kindergarten for giving the child instruction, or conveying to the child mind ideas outside of himself are the "gifts." We could sum them up briefly in the three words, sphere, cylinder, cube. There are numerous gifts in the kindergarten, but they are simple modifications of these forms. Probably they bear the name of gifts, because they *give* the child the keys to all scientific instruction.

W. N. Hailmann says, "In the cube rest appears, as firmness, inertness; in the ball, motion, as mobility, life; and the cylinder placed on end approaches in inertness the cube; placed on the side it resembles the ball in mobility. Thus the three appear as representatives of the vague essence of the three kingdoms of nature; in the cube, life sleeps as in the mineral kingdom, and the cube moves only when placed on edge or corner, to return again to sleep; in the cylinder, the type of the vegetable kingdom, axial life in certain directions begins to manifest itself; and in the ball, as in the animal kingdom, all-sided life, life in all directions is reached. Again these three forms present types of the principal phases of human development; from the easy mobility of childhood, (the ball,) we pass through the half-steady stages of boyhood and girlhood—represented in the cylinder—to the firm character of manhood and womanhood for which the cube furnishes the formula."

If the ball is the type of the animal, the cylinder the type of the vegetable and the cube the type of the mineral kingdom; if nearly every branch of study in the school curriculum is largely dependent upon these forms, it is a logical conclusion that the kindergarten is the foundation upon which science should rest.

Science-teaching should be commenced in the primary school, as in the kindergarten, with the ball, cylinder and cube gifts, the soul of which an educator terms Unity in Universality and Universality in Unity—One in All and All in One. "Take them where you may and they comprise the world of the child, reducing it to its simplest elements, and opening, at the same time, countless avenues in all directions to wider, higher influence. Inward and outward their influence and scope lie in infinity.

The highest artistic creations are based upon Science. Science is based upon the fundamental forms in nature. From the gifts children receive ideas of color, form, size, relativity, etc. By means of the so-called occupations, these ideas are reproduced in clay, sewing, paper-folding, cutting, weaving, etc.

All this is necessary to harmonious development, but the difficulty lies in the fact that it too often is stopped by intellectual machinery at the age of six or seven. Most educators agree that there should be a connection between the kindergarten and the public school. Philadelphia, Milwaukee, St. Louis and other cities have made the connecting experiment with marked success. San Jose and Los Angeles are the pioneer cities of our own state.

If pupils could enter the school from good kindergartens, Science-teaching would be a comparatively easy matter. Unfortunately for primary teachers, they are obliged in most places to do the work of the kindergarten and the school. Education is a matter of growth, and when they attempt to do three years' work in one, they find that they are cramming, not educating.

The teacher is to commence Science work. She looks about her for material. Into the mineral world she peeps. No

the objects most attractive. In the animal kingdom life dear to the child's experience. Still she is not

She is looking for a solid object nearly resembling the bright balls of Froebel's first gift. In the vegetable kingdom she finds fruit. Making her selection she goes back to that which in teaching must present a chosen fruit. Why must it present a ball? "The ball is an unseparated single ground form; it represents the bodies of the universe, and it is found again and again in Nature's forms—in seed, bulbs, fruits and the shape of trees and number of things."

Why do children hail the red, yellow, green, orange, and purple? Old playmates are they to Kindergarten pupils; new friends resemble marbles and other toys to untaught children. The teacher sees the wants of her little people and tries to meet them with this gift. They are not Kindergarten children. They give advanced lessons. Ideas of color and form are drawn from the world and the work of comparison begins. Nature comes spontaneously, and, like the ball, is only the refining process. The ball is compared, then the chosen fruit is compared, then the chosen fruit ball. Later on the fruits themselves are compared and thus the work

The observation is cultivated, the eye trained to see. Attention is aroused and curiosity stimulated. Nature is continually interviewed by both teacher and pupils; parents are questioned. The children find out all they can for themselves, then the teacher adds to the accumulating. As words and sentences are developed, they appear on the blackboard or chart.

When the whole fruit is studied, then the seed. When the seed or pit is found in

imagination the children plant it, care for and watch the growth of the beautiful tree to which they offer thanks in child language for its shade, blossoms and fruit. While these observations and thinking lessons are going on, the children model the fruit in clay, paint it in water colors, cut it from paper, draw from nature, and sew the impressions of color upon card-board. As soon as possible, developed words are written and re-written. Special attention is given to color. The best colors, colors resembling nature, may be found in silks and worsteds, and these should be used so as to produce harmonious results in sewing.

Fruit lessons may be continued with profit for perhaps two months, during which time the cube and cylinder are studied. Then the study of nuts may follow, after which the seeds of plants may be taken up. These the child may plant in window boxes or gardens, and the most truly scientific plan of Nature is begun. Later on when wild flowers appear, some simple one is chosen and studied, first as a whole; then the flower, bud, leaf, stem and root.

After a few weeks of flower study we may take up birds, fishes, insects or any other form of animal life. In whatever kingdom nature is studied the same law of unity exists. The child early recognizes it and is charmed in whatever form it presents itself. All science-work based upon Kindergarten principles must be systematic, for Froebel's plan is one of sequence to be studied analytically or synthetically as seems best suited to the class in hand.

Looking at the Kindergarten from a public school point of view we recognize its advantages. There the first steps in history, physics, and drawing, designing

metry, "law of balance" the foundation of art.

Judge Draper, State Superintendent of New York was right when he said, "The Kindergarten is the best form of manual training. It is important, however, that whatever is done in this direction should be done right."

A Kindergarten not conducted on sound educational principles is worse than none. Everything depends upon having skilled teachers who are in sympathy with childhood."

If we have not the Kindergarten introductory to primary work, do we want Kindergarten in our public schools? Not play-work to any great extent; but educational principles as advanced and made practical by Frœbel from the theories of the best teachers from Democritus to Pestalozzi.

Frœbel's plan is logically connected and highly scientific. When this plan is universally adopted and continued through all the grades of the public schools, there will be an harmonious development of the child, a making of educational work all-sided, a thorough preparation for citizenship, and we may feel that the age of empiricism has passed away.

DISCIPLINE.

BY WM. BLAND.

The following paper read recently before the El Dorado County Teachers Institute was recommended the best listened to by that body. It presents in a concise yet comprehensive way the cardinal characteristics of true discipline. It will repay close and frequent study. (E. C.)

Discipline REGULAR, without fitfulness, not sometimes strict and at other times loose.

It is IMPARTIAL. There is no partial favoritism.

3. It is KIND, always pleasant.

4. It is STRONG.

5. It is DISCRIMINATIVE not and mechanical.

6. It is THOROUGH, descending points of detail.

Law should be supreme.

Rules should be few and well-considered.

Each one should know his duty.

Supervision should be regular thorough.

There should be no fuss.

Never give an order without a determination to be obeyed.

Let your orders be definite.

Do not assume the possibility of tradition or of disobedience.

Avoid threatening.

Do not repeat your commands.

Speak in a quiet firm tone. Govern without saving much, or talking loudly.

THE TEACHER'S MANNER

Should be courteous and kind magisterial.

Treat children respectfully.

Avoid jocularity in managing a class.
Never adopt a sneering or sarcastic style.

Never assume fictitious perfection.

Avoid putting forth all your strength.
Try always to keep power in reserve.

Never court popularity by tampering with rules, or by pandering in any way to what is wrong.

RESULTS.

1. The teacher will rule without difficulty.

2. The pupils will be diligent and attentive.

3. Work will be continuous, quiet, and orderly.

4. All movements will be executed with sprightliness and ease.

5. There will be a good tone in the school, and this will be evinced by honesty in the work and a general feeling of responsibility. The moral atmosphere of the school will be healthy.

6. There will be a permanent influence on character.

THE SHAM AND THE REAL IN UNIVERSITY EXTENSION.

American education, like American life, is obliged to contribute against the superficial and the counterfeit. The newness and the swiftness of American life and of American education are opposed to thoroughness. "Short cuts" in education are common. University Extension as a movement in American life already meets with the temptation of the superficial and of the sham. Each one interested in this movement is also interested in lessening or doing away with this evil allurements.

In the removal of this temptation toward the counterfeit in University Extension it would be of advantage:

First, to choose instructors who are conspicuous themselves for thoroughness in method and worth in achievement. There are instructors who are conspicuous for thoroughness, and there are also instructors who are conspicuous for the rapidity of their work and for the extent of the ground of each subject which they cover. In instructors who are eminent for thoroughness, a peculiar quality of good teaching is prominent: it is the quality of explaining. It is the function of the teacher to explain. Among instructors who are eminent for rapidity of progress in the study of a sub-

ject, the element that makes the orator is conspicuous—inspiration. The orator is fitted to inspire. He may or may not represent a higher order of merit than that embodied in the teacher, but the element that makes the orator is not an element favorable to thoroughness of scholarly work. The classes of such a teacher may be larger, the enthusiasm he inspires greater,—elements which are of great worth. But these elements are so accompanied by the peril of extreme superficiality that in University Extension they should be, I shall not say eliminated, but accompanied by corrective principles.

The genuine in University Extension is also promoted by encouraging those students to enroll themselves who have a natural aptitude for thorough work. Such students give tone to a class. Even a single student of large ability will become of great worth to a class of a score of persons. Such a student of thoroughness will help to do away with the impression prevailing in some popular methods of education that this method gives as "good an education as a regular college course." One is chagrined by hearing a third-rate man or woman who has had a fourth-rate education through one of these popular methods affirm, "Yes, I have not been to college, but I have got what is just as good as a college course." The willingness to make such an affirmation proves that one has no proper conception of what a college course is. University Extension and every method for making higher education available to the people has its value, but its value does not approach the value of four years spent in a worthy college.

Again, the real in University Extension is promoted by encouraging students to do the severer work of a

course and also to elect the severer courses. It is evident enough that certain courses represent harder work than other courses; the courses in constitutional history are more difficult than those in ordinary political history. It is also evident that certain phases of study are easier than certain other phases. A student may be content with the picturesque features; such contentment has its value. But such contentment is not of value so great as that which is found in the mastery of principles, and the understanding of the worth of these principles as they are applied. Let each student be encouraged to do the severer work. For this purpose let him be encouraged to read well upon the subject he studies, and also to submit himself to all examinations. He is, of course, his own master in a degree which the ordinary college student cannot enjoy. Let him be to himself a master more severe, stricter than a college professor feels he ought to be to a student.

The fourth suggestion which I would make for the promotion of the real and for the elimination of the sham in University Extension is careful discrimination as to the giving of certificates. Let the certificates be exact in their statement, indicating precisely what the student has done, no more, no less; and also, so far as possible, the method by which he has received this training be made known. Let the certificate be absolutely truthful. Furthermore, let the certificate be of a character in size and printing suggestive that it is not a diploma. Some of those who take courses in University Extension will be inclined to think that a certificate having the same number of square inches as a college diploma is as precious. Let us give no ground for such a false judgment. Let those who are responsible for the prepa-

ration and presentation of such certificates be more eager to encourage the students receiving these certificates to do further advanced work than to be content with work already done.—*Chas. F. Thwing, in University Extension.*

A PAT ROLLER.

In many of the Southern States, "to de wa," as will be remembered, the negroes were "regulated" by officers frequently self appointed, who were known among the "colud people" as Pat Rollers (patrols).

The general business of the Pat Roller, it may be said, was to occupy several places at the same time, with an eye always out for wrong doers, while his special duty was to be on hand just in time to catch some "mischievous nigger" violating the law or betraying his master's trust.

Now, Fellow Teachers, and Legislators: what we want as a necessary evil in immediate connection with our schools, is a Pat Roller. Before the days of educational reform (?) the teacher was at liberty, and it was a part of his duty, to hold all evil doers accountable for their misdeeds. Then a teacher could take the subject in hand and "lay on" till said subject was glad to demand arbitration, or some other peaceful means of settlement. Now a strong tide of opposition is rising against the exercise of such liberty by teachers, and as a reform idea, it seems not to lack advocates. What is the result? Simply this: Evilly disposed pupils are rapidly finding out that they can commit acts of disorder or violence and go unpunished. I refer particularly to the higher forms of disorder. For these the common methods of punishment, as the denial of privileges, are not adequate remedy.

Almost all school property in this and

In other States shows the marks of violent hands, and yet it is in only rare cases that punishment is inflicted upon the guilty. School buildings and furniture are often defaced before they have been in use a week. I say we need a special officer whose position and salary shall in no way be endangered by the faithful discharge of his duty. Let him have power to require of teachers and pupils such information as may enable him to find out guilty ones, and then let them be punished by the law just as they may expect to be for similar acts when they have left the school. Such an officer should enquire into all cases of school property defacement, the use of profanity or other indecent language, cigarette smoking, and, I may add, truancy. We trifle in this matter. Continued countenance of disorder in the schools, akin to misdemeanor and crime, is nothing short of educating for lawlessness. The Germans say to a refractory boy, "you either go to school and behave yourself or go to jail." Knowing that the law will be enforced, he goes to school and is obedient. A Pat Roller looks after his case, and the Germans, as a people, educated, thrifty, and obedient to law, testify to the wisdom of certain and adequate punishment for wrong doing in the schools. I would not be understood to discountenance moral suasion, kindness, influence of example, and all that, especially when at work; but for an evil-eyed, cigarette-smoking, tobacco-chewing, profane, peace-disturbing specimen of corrupt humanity; a boy who delights in every thing that is filthy and poisonous to the morals of innocent children, I prefer the "come-along" of an officer. It is a common idea among many parents as well as pupils that it is but a form of innocent amusement to knock out a dozen or more panes of glass

at one knocking, to kick in door panels, cut and otherwise deface desks, destroy trees, or to make of school buildings bulletin boards of indecency.

Enough on this subject. I leave off with the same question confronting me that suggested the subject and this article—What are you going to do about it?

SUISUN, Cal.

E. E. G.

OUR VOCATION.

BY HAPPIE L. FOSTER.

Read before the Amador Co. Teachers' Institute, November 5th.

The teacher's ideal should be as luminous as the stars; as comprehensive as the needs of humanity; as fertile in resources as earth. Of all the myriad vocations, ours is the noblest. From the objects of our care are to rise the intellectual monuments of our next generation. To determine that we are thoroughly competent is our first duty, and then, that our best effort is put forth. It then matters little where we are called, our school will soon become a model. If you see a school that is not a success, fifty to one the fault lies in the teacher. True, there are feeble minds as well as vigorous ones, indolent as well as industrious, and to be able to awaken a love for study in the minds of the pupils is the solution of our most difficult problem. Teachers, do you realize this? Do you know that it is your province to surmount obstacles, and plant success back of your throne? You must wear the toga and the purple of your vocation. You are the living embodiment of the moral and intellectual status of your school, of a pupil's ideal. How great and grave your calling!

The laws of the State say what we shall teach and what we shall not; but

to every teacher there come questions or ideas from the young not laid down in any text book. These questions must be met and answered, and in all such cases I shall keep within the realms of the known and help the pupil to answer these questions by his own observation, if possible.

I firmly believe that on education depends the fate of the nation. Back of monarchies and kingdoms stand the various state religions as allies. Back of republics, education and humanity. If then, as Horace Mann said, "school-houses are the republican line of fortification," the teacher must be the vanguard of the republic. As we advance in the study of our vocation, the field of labor broadens until it covers the moral and intellectual world. The following from Webster, with a slight modification seems appropriate. "If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with the principles of justice and love of our fellow men, we engrave on those tablets something which will brighten to all eternity."

We are nearing the close of the 19th century. The world is determined to learn all it can of nature, art and song, of science, and the chainless future. We are storming the citadel of every mystery. And all that which will be of most benefit to mankind will be gleaned and garnered. Teachers, I have endeavored to awaken within you a greater feeling of responsibility; of love for the vocation, and if I have in any way succeeded, I am content. Life is a great sea, and the noble ship Education has almost cleared the shoals and breakers. Gentle winds are swelling every sail. With a secular compass we shall in time settle the destiny of every nation.

"Let knowledge grow from more to more,
And more of reverence in us dwell
That mind and soul according well
May make one music as before,

But vaster." • • • •

NATURAL SCIENCE FOR CHILDREN

BY IDA GRAY.

It is customary, in these modern times, to divide our course of instruction into classes; grouping certain allied subjects and presenting them according to the mental development of the child. As, for instance, we have a certain group of subjects which we term mathematics, another group of language teaching studies, and among others, the group of natural sciences.

Although these groups are distinct from each other, they are not divided on the basis of the order of development of the faculties. One group is not confined to the perceptive faculties, another to the next in order of development, but we have certain studies from each, scattered along through the entire course; cultivating, in a certain way every part of the child's mind. This is true of many of the classes. But, while we have a liberal portion of mathematics and language in the lower grades, natural science is very often reserved for the high school or college. We generally think of it as something above the common school studies. And we accordingly set scientific studies up on a pedestal and label them "higher branches."

Perhaps this feeling is due to the comparative newness of the adaptation of scientific knowledge in the school-room. At any rate, an idea grew up after its introduction, that science was adapted only for those students who had developed sufficient reflective power to understand

difficult lines of reasoning employed in scientific research.

The subject was at first encumbered,—new subjects are—with complications.

To free it from these hindrances, to teach it in its simplicity, was a work then achieved. But now, since the logical stones have been removed, we find natural science not only a possible, but an exceedingly valuable study for immature minds. There are excellent reasons, why it should not only be brought into lower grades, but should hold an important place there.

From a psychological view of the subject, we know where it should begin. We aim to follow the order of development with the course of study. While the perceptive faculties are active, we teach children to see. We teach them to read, to notice combinations of numbers.

It is time we cultivate the observation.

Now, observation is most thoroughly cultivated by elementary science. Children can learn to see the structure of a leaf or a flower; or to notice the similarity and differences between animals and observe their habits. They can equally well, learn to distinguish the common stone. In the words of a friend, "No subjects are better suited to botany, zoology and mineralogy to satisfy the eager curiosity of the growing mind; to satisfy its cravings after new knowledge, to keep alive the activity of the perceptive faculties."

These three subjects are, I think, the suitable of scientific studies, for beginners. Following them, as the power of selection develops, other branches should be introduced, in order of difficulty; these studies should be graded, as arithmetic and grammar.

Believe the elements of every science to be completed before the pupil finishes the grammar school. They are

not too difficult. Geology is not harder to comprehend than geography, nor natural philosophy than cube root or percentage. And the results obtained from them are more than ten-fold greater.

By teaching science in the early years, we not only lay a foundation of knowledge in these useful branches, but at the same time we cultivate a love for study, that no other branch of our course of study is so well designed to give. For children are invariably delighted with the study of nature.

Here is a thought toward the solution of that problem—How shall we keep children in school? The majority of children have no particular fondness for school. That is, their minds are not in that state which is the ideal of the theorist, when they hunger for food for the mind as they do for food for the body. In consequence of this fact we find it very hard to keep them in school until they reach the high school. They are anxious to be free from school restraints—to enter the world and work for themselves. The school-room with its tasks is looked upon by them as an evil necessity, which shuts them up, and robs them of their natural freedom.

The trouble is, they are not interested. They do not realize the results that come from the efforts spent on school work. What, to them, is the use of the mystifying problems of mathematics, or the perplexing entanglements of analytical grammar?

Children generally like to see practical benefits from whatever they do. Their scientific study will have the admirable quality of combining practicality with absorbing interest. Farmers will be better farmers, mechanics will be better workmen for this knowledge.

"But," you say, "the amount of knowledge we can give below the high school is

very small." Necessarily, it is small, as the knowledge we can give in every thing else in this limited time is small. But, though not extensive, it will give the pupil a foretaste of what awaits him a little farther ahead, if he will but receive it. If we but give pupils a desire for further investigation in such knowledge, every child, whom circumstances do not forbid, will prolong his school life as long as is necessary to obtain it.

Then, for the unfortunate one whom Fate has not allowed to enrich his mind in the higher institutions of learning. The elementary course of the primary and grammar schools will give a basis of substantial knowledge which nobody can claim to be useless or superficial. And then, his life is so much enlarged. Think of his going through the world without it. Compare that life with the life that has gained that information. Would there not be added a vast amount to his appreciation of nature, and his capability to understand? How much greater will be his enjoyment of life with this ability to appreciate than without it. Then, instead of individuals going through the world in the pitiable state of having eyes that see not, we shall have observing, reasoning men.

It has been truly asked, "Can one who simply looks into the starry vaults and sees a few thousand shining specks be filled with such wonder and delight as he is, who with the wings of science, speeds on and on from sun to sun, ever beholding something new and sublime?"

A man may not be permitted to study the heavens through a lens, but if he can look into starry space, and, seeing yonder quiet flame that reveals a planet, knows the structure of that planet, its distance and its history; which knowledge he has gained from the study of men's observations; how much

grander is *his* conception of creation than that of the man who understands not more than that stars are stars, and set at night.

We are working to uplift humanity are striving for the final consummation of mankind. Let us then, send out from our doors pupils who can read, at least a little, in nature's book, and through their lives may be able to see—

"Tongues in trees,
Books in the running brooks,
Sermons in stones,
And good in everything."

TEXT BOOKS IN TEACHING MUSIC

Ancient or Ecclesiastical Scales

In my last article I promised to the readers of this magazine a short line of the ancient or ecclesiastical scale—not *scale*, for the diatonic scale has evolved from others less perfect. A law governing the true intervals between musical tones has ever existed, as it created a part of nature. Like all laws, however,—gravitation, law of electricity, light, etc,—it had not been discovered, at least not clearly enough to bring it into type or writing for the use of students of music.

Before entering upon this theme permit me to point out a few slight errors occurring in my last article, caused by the compositors.

There were a few errors in quoting the relations of the keys in the circle of fifths which I shall not refer further to. I say that since the relations are mathematical the reader may have easily seen what was meant. But the small error in quoting the names of the authors of the two books I mentioned, I feel an interest in correcting, because both have been benefactors to the student of music. The first referred to is L.

Mason, the author and compiler of one of our best text books on vocal music, called "The Hallelujah,"—a book which I take pleasure in recommending to singing schools. The other is A. B. Marx, the author of "The Theory and Practice of Musical Composition."

Proceeding now with the topic. The ancient or ecclesiastical scales, from which our ancestors composed so many and beautiful hymns and anthems—works of such merit that even to-day they deserve and command our greatest admiration—are of double value to us, since they will guide us to recognize the hard labor which our forefathers performed in the line of composing out of such poor material, and show us what can be done by strictly following precepts of musical literature rather than taking undue and erratic liberty in this regard.

These are the scales:

1. Ionian C, D, E, F, G, A, B, C.
2. Dorian D, E, F, G, A, B, C, D.
3. Phrygian E, F, G, A, B, C, D, E.
4. Lydian F, G, A, B, C, D, E, F.
5. Mixolydian G, A, B, C, D, E, F, G.
6. Aeolian A, B, C, D, E, F, G, A.

By looking over them carefully we discover that they all contain perfect fifths; that the first, fourth and fifth have major thirds and resemble partially our major scale on the same tonics without the sharps, of which the ancients knew nothing; while the seconds, thirds and sixths have minor thirds and resemble our minor on the same tonic. We here remark that the so-called minor key does not begin on the tonic as generally expressed, but on the sixth of the relative major, and is therefore called *la* according to the most easy Italian or syllable system. You will have seen that the last tone of the scale—B, is not utilized

as a key-note, because the succession of the tones B, C, D, E, F, G, A, B, would not give us a perfect fifth—the tone on which most all modulations depend, and to which therefore, very rightfully the name dominant is given.

By comparing these ancient scales with our diatonic scale, the reader will at once perceive what great progress has been made, and how easily now we can perceive and understand, as well as teach, the elements of this heavenly science—the art whereby we imitate nature in all movements perceptible to the ear.

P. A.

THE WIT OF THE FUTURE.

Did you ever try to frame a definition of a bottle—one that will include everything that is a bottle, and will exclude every thing that is not? Try it. When you have finished, if you do, you will find that there *are* things which will not be put within the bounds of a definition.

But try something abstract, like wit or humor, and how much more difficult the task becomes. No one has ever succeeded so far as to define one to the utter exclusion of the other. They are as hard to distinguish as the pair of twins whose mother tied pink and blue ribbons on their arms to tell them apart.

Still, we cannot say, as does an English writer, that there *is* no distinction; the difference is there, although we may not entirely discover it.

As Peleus knew his sea-nymph bride, through all her enchanted changes, and held her fast, so we may distinguish wit, though its form be as fleeting and as changing as the will-o'-the-wisp. But place humor by its side, and how faint and shadowy does the boundary line of each become. The moon and the sun shine with a different light, but at early

dawn, when both shine dimly, which is which?

So, before trying to reach a conclusion as to the increase or decline of wit, we must first decide what constitutes wit and humor, and remember the various forms of each. To my mind, many of the old distinctions, such as, "Wit is ill-natured; Humor is amiable," are not always safe guides. If we could make a table, like the one in chemistry text books, calling the forms of wit positive, and those of humor negative, placing satire as the most positive and exaggeration as the most negative, we should inevitably arrive at some point which would be neutral. When a lady asked Charles Lamb how he liked babies, and he replied, "Boiled, madame, boiled!" was this wit or humor? On the other hand, who would have any difficulty in declaring Talleyrand's *bon mots* wit; or Dickens's descriptions humor?

Keeping our reference table well in mind, let us see whether those are in the right who tell us that all the "great wits" are dead. Every great literary production is, in a way, an outgrowth of the time in which it was born. Its words, its style, its thoughts, all cater to the taste, or minister to the needs of the public. The great satires of a century or two ago, were a natural result of the age and the witticisms of Voltaire, Diderot, Swift, and Pope, brought about results that changed the destinies of nations. When the French nick-named their once-loved queen "Madame Deficit," what surer sign could there have been of the approaching storm? When tyranny is made ridiculous, it is doomed.

Matthews, an English writer, says of wit, "Strange paradox! wit, the very faculty that heightens the flavor of your claret and gives an indescribable charm to social intercourse, has been known to

make despots quake with terror, to change the resolution of tyrants, and even to shake thrones and dynasties.

In the past, ridicule was an invaluable agent in bringing about reforms—now, for many reasons, other methods are needed. In other days, the people knew they were oppressed, but they were too ignorant to see the causes. They are always hero-worshippers, and are proverbially fickle; therefore when their rulers, governments, or religions were held up to ridicule, well might those in power tremble. Now, education is more widely diffused; even the poorest citizen understands his condition thoroughly, and satire does not fill the need of the age.

Then, too, we can see that those forms of wit lying farthest from humor, contain more of mind than of heart. In the days of the "great wits," mind was cultivated to the exclusion of heart. The literature of Queen Anne's reign was essentially a party literature, and the wit then used was that which would cut and sting. Literature degenerated rapidly. Then came Pope's merciless "Dunciad," the natural outgrowth of the times. As civilization advances we do not need another "Dunciad" to bring us to our senses. Authors no longer take a savage delight in slashing and maiming each other's productions. They are one vast brotherhood, each helping the other, and wishing him success. We seem to be developing a more equal proportion of heart and mind. I believe "Uncle Tom's Cabin" did more to abolish slavery than Swift's most scathing sarcasm could have done. At present, authors blend the good to be derived from ridicule and sentiment, and the result is pure reason. The heralds of reform now are books like Walter Besant's "All Sorts and Conditions of Men," Bellamy's "Looking Backward," and Booth's "In Darkest England." Satire is no longer needed,

fore it is on the decline. But is there a reason for saying that wit is dying? On the contrary, as we approach nearer an ideal state, will not better and more genial forms of wit come more and more a necessity?

Life becomes more real and earnest, we penetrate deeper into its mysteries, much the greater will be our need of good-natured humor.

And who shall say that our modern writers do not minister to this need? Mark Stockton, Howells, Holmes, Ward and hosts of others, show clearly it is to be the wit of the future.

Drummond has lighted up his "Typical Africa" with flashes of wit and humor. Could any thing be more humorous than Mark Twain's exaggerations, or quainter than Stockton's impossibilities, or more witty and original than Teller's farces?

Is wit in the combat as gentle as bright, and carries a heart stain away on its blade? And shall we cry out "Wit is dead!" because we have no Voltaires, Molières, Swifts? We are only approaching nearly the neutral portion of our satire, sarcasm, and irony still in their uses and many forms of humorous abuses, as seen in our daily papers, but the long-faced Puritan days have passed away as surely as the mock-frivolous ones of Voltaire. Hood said,

"There is no string attuned to mirth,
But has its chord in melancholy."

In weeps, therefore man must laugh, especially do we Anglo-Saxons who enjoy our pleasure sadly, "need mirth and will. If Byron's "Dream of Dark-ness" were to be realized, life would be no more dismal than without laughter. Let us remember a celebrated Frenchman's saying—"The most utterly lost of all is the one on which you have not laughed."

FLORITA L. PEET.

NORMAL READING CIRCLE DEPARTMENT.

THE BOOKS WE ARE READING.

Green's Shorter History.

James Freeman Clarke says, "We read many criticisms on books; it were better to read the books themselves. Who, in visiting Niagara, instead of looking at the majestic cataract itself, would wish to see it reflected in a mirror in a camera obscura? Drink at the fountain, not from the stream. Literature tends too much to diluted and second-hand reading. Instead of great books, we read the reviews of books, then articles on the reviews, then criticism on those articles, then essays on those criticisms. It is an epoch in one's life to read a great book for the first time."

The Normal Reading Circle has many good things in store this year, among the best of which is Green's "Short History of the English People." But your committee tremble, lest the solid front of the unbroken pages and the formidable introductory chapters, deter the busy teacher from its perusal.

We would fain therefore, enlist your interest in the book and its brilliant, though short-lived author, by giving a few extracts from the "Memoirs" of James Bryce.

"John Richard Green was born in 1837 in Oxford, England, and died in 1883 at the age of forty-six. For years, it seemed as if the intellect and will, which strove to remain in life till their work was done, were the only things which held the weak and wasted body together. Incomplete as his life seems, it was not an unhappy one, for he had that immense power of enjoyment which belongs to a vivacious intelligence. He enjoyed, though he never boasted of it,

the fame his books had won, and the splendid sense of creative power.

Green was a historian of the imaginative and picturesque type. One result of his imagination must be mentioned—the extreme quickness of his sympathy. It made him an immense favorite with young people, in whose tastes and pursuits he was always ready to be interested. It enabled him to pour life and feeling into the figures of by-gone ages, and become the most human, and in so far the most real and touching, of all who have dealt with English history.

In 1871 the state of his lungs had begun to alarm his friends, and they urged him to throw himself at once into some book. Accordingly he began and in three years completed the "Short History of the English People." Its success was rapid and overwhelming. Everybody read it. It was philosophical enough for scholars, and popular enough for school-boys. No historical book since Macaulay's has made its way so fast, or been read with so much avidity. And Green was under disadvantages which his great predecessor escaped from. Macaulay's name was famous before his History appeared, and Macaulay's scale was so large that he could enliven his pages with a multitude of anecdotes and personal details. Green was known only to a small circle of friends, and the plan of his book, which dealt with the whole fourteen centuries of English national life in eight hundred and twenty pages, obliged him to deal with facts in mass, and touch lightly and briefly on personal traits. Yet such was his skill, both literary and historical, that his outlines gave more pleasure and instruction than other peoples' finished pictures.

The success of the book put him at once in easy circumstances and won him recognition in the world which bright-

ened his life. Later he began the laborious undertaking of recasting and enlarging the book under the title the "History of the English People" which appeared in four octavo volumes. But while this rework gained in accuracy and solidity many readers think that in being revised it was so toned down as to lose some part of its freshness and vivacity and it does not seem likely to supplant the "Short History" in popular favor.

What Green did, precious as it is to students, and delightful to the public, seems little in comparison with what he would have done had longer life and a more robust body been granted him. Yet, basing themselves upon what he has done, they will not fear to claim for him a place among the foremost writers of our time. He has left behind him one who combines so many of the gifts. We have no one, and we may for many years to come have anyone whom so much knowledge and so wide a range of interests are united to such genuinity, acuteness, originality of thought, and to such a power of presenting results in a rich, clear, and pictorial language."

BOOKS AND PRICES.

The books adopted by the Reading Circle for 1892 can be purchased at the following prices:

Green's Short History of the English People	
cloth	net
Sartor Resartus by Thos. Carlyle,	
cloth	net
Fitch's Lectures on Teaching	net
Lorna Doone by Blackmore, cloth ..	net
Harold by Bulwer Lytton, cloth	net
Kenilworth by Scott, cloth	net
Henry VIII—Rolle Edition, complete	
notes, cloth	net

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ALUMNI.

A. B. JONES, HORTENSE AYERS.
FRANK D. MACHETH, Business Manager,
HEL J. ARMSTRONG, Assistant Manager.

FRIDAY morning, January 29th, the present Senior A's graduate from the school. The program for the day will be as follows: A few words to the class by our Principal, Mr. [?]; an address by Dr. Jordan, President of the Stanford University; and, as customary, some choice music by the [?].

On Friday evening, in the Normal halls, the class holds its farewell reception, acting as a class for the last time, and saying good-bye to old associates and associates. To "Find out their tasks," and "Stand to them."

Not long ago Miss Washburn talked with us again about her Alaskan trip, speaking particularly on glaciers. She spoke, in her interesting way, much of what was new about these "frozen rivers," and she painted for us, with both ink and crayon, a picture of the great Alaskan glaciers that can not be obtained from books.

The last lecture was given by Dr. [?] of Stanford University. The subject was *Physical Culture*, and was ably handled by the able speaker.

BEFORE many months have flown, the new Training School building will be completed. Work on the foundation is steadily progressing and the basement is already assuming definite proportions. The building is to be back of the Normal, with its front entrance on Seventh street, and it will be connected, in the near future, with the main floor of the Normal by an elevated corridor.

THE Senior classes met on the afternoon of Friday, January 15th, for the purpose of electing the new editorial staff for the Normal Index Department of the PACIFIC COAST TEACHER. There was a full attendance of the classes, and, as is customary on these occasions, enthusiasm ran high.

The education which comes from an active connection with a journal or magazine is far from being inconsiderable. "Writing, Lord Bacon has said, 'maketh an exact man,' a truth which becomes more and more evident with practice in composition, and, may we not say, delightful—, for there is a certain delight in the knowledge of a growing tendency to be exact, specific and discriminative.

In these qualities we believe the newly elected staff of this department already excels.

Mr. Sam H. Cohn was elected editor-in-chief. The names of the editors will appear in the next number at the head of this department. Success to June '92.

SCIENTIFIC.

Designating the Relative Position of
Objects in the Field of a Telescope.

By E. E. BARNARD.—Astronomer at
Lick Observatory.

Regular astronomical observers, to avoid confusion, always refer to the west and east sides of the field of view of a

telescope as the preceding and following side, as indicated by the motion of an object moving across the field by the earth's rotation. Of two objects, that one which precedes, in their motion, is called the *preceding* object and the other the *following*. These for brevity, are indicated by the letters *p* and *f*. As the astronomical telescope not only inverts but reverses the image and its motion, the substitution of these terms for *west* and *east* prevents many mistakes. From the inversion of the field the *upper* object is the southern and the *lower* the northern (as referred to a vertical to the equator). Between the zenith and the pole the reverse of this holds.

EXPERIMENT IN DIFFRACTION.

A remarkably beautiful experiment with a telescope may be made by placing over the object glass—not necessarily in contact with it—a piece of fine wire gauze, and examining the planet Venus or a bright star, such as Sirius. The diffraction of the light in passing through the screen produces a series of gorgeously colored images or spectra of the planet, in the form of radiating tufts of colored light, with a pure white image of the planet in the center. The lowest magnifying power with a large field glass should be used. Perhaps a piece of coarse veil would serve nearly as well.

OBLIQUE VISION IN OBSERVING FAINT OBJECTS.

Observers with a telescope take advantage of what is called *oblique vision* in observing very faint objects. From constant use the retina immediately back of the pupil becomes more or less dulled. If the eye is directed to one side of the field of view and an object in the center of the field is then examined by glancing obliquely at it, or "out of the corner of the eye," it will appear very much brighter—especially if it is a faint ob-

ject—nebula, comet or star. This is due to the fact that the light from the object then enters the eye obliquely and falls on an unused or more sensitive part of the retina. By this means observers are often enabled to accurately measure some of the celestial bodies when they are wholly invisible by direct vision. This method is also of great value in observing the tail of a comet or the zodiacal light with the naked eye.

JUPITER'S SATELLITES.

The planet Jupiter is in a very unfavorable position for observing in February from its proximity to the sun. A few of the phenomena of the satellites, however, be seen in the early evening.

In an astronomical telescope the satellites in the nearer parts of their orbit move from right to left, and in the more distant portions, from left to right. A transit (or shadow) therefore in approaching transit will pass upon the disc of Jupiter at the right hand or *following* side. At occultation it will pass behind the planet on the left hand or *preceding* side.

Following are a few of the phenomena of the satellites that may be seen with a telescope during February.

These satellites are designated I, II, III, IV, according to their distances from Jupiter.

Tr.—Transit of a satellite across the disc of the planet.

Sh.—Transit of a satellite's shadow across the disc of the planet.

Oc.—Occultation of a satellite by the planet.

Ec.—Eclipse of a satellite in the shadow of Jupiter.

Dis.—Disappearance in occultation or eclipse.

Re.—Reappearance from occultation or eclipse.

In.—Ingress, the entrance of a satellite or shadow on the disc.

Eg.—Egress of a satellite or shadow from the disc.

The following phenomena, after correction for longitude, one taken from the *American Ephemeris* for 1892 and one given in Standard Pacific Time (ordinary clock time).

Phenomena of Jupiter's Satellites, February 1892.

4 days	7 hours	15 min.	II	Sh.	In
5	7	49	I	Tr.	In
6	8	6	I	Ec.	Re
11	5	48	III	Ec.	Re
13	6	59	II	Ec.	Re
14	4	59	I	Sh.	In
14	6	40	I	Tr.	Eg
14	7	16	I	Sh.	Eg
20	5	50	II	Oc.	Dis
21	6	24	I	Tr.	In
21	6	55	I	Sh.	In
22	6	25	I	Ec.	Re

Hence from this table, we find that on Feb. 4th at 15 minutes past 7 P. M. the shadow of the second satellite of Jupiter will begin to transit the disc of the planet.

For the month of February, satellite I will reappear from eclipse about $\frac{1}{4}$ diameter of Jupiter on the *following* side.

It will be noticed on Feb. 14th, that the shadow of I is on the disc from 4 hrs. 59 min. to 7 hrs. 16 min. and will be about the middle of the planet at 5 hrs. 7 min. which will be a very favorable opportunity to see it.

When reappearing from eclipses, I will regain its full light in about one minute—the other satellites require a longer time.

CONJUNCTION OF VENUS AND JUPITER.

A remarkably close conjunction of the planets Venus and Jupiter will occur on February 5th at 17 hrs. Washington mean time.

Unfortunately the nearest approach occurs after the planets have set to California, Australia and Japan, however,

will be more fortunate and will watch the gradual coalescence of the two bright planets into one bright star. At Sydney and Melbourne the opponent distance between the two will be less than a quarter of a minute of arc (about 14 seconds of arc.) It is not possible for the unaided eye to distinguish such a small quantity, the two planets will therefore appear as one. Such a close conjunction is exceedingly rare.

In California Jupiter and Venus will appear as two bright stars almost in contact. The distance between them, at the time of setting, being 16 minutes of arc—half the opponent diameter of the moon. It will be a beautiful picture and one well worth seeing.

OBJECTS FOR OBSERVING WITH A SMALL TELESCOPE.

In noting the following objects for inspection with a small telescope, it will be presupposed that the observer has access to a star chart and is familiar with its use.

In estimating distances the following will be convenient references:

The distance between the two end stars in the belt of Orion is just three degrees, and the distance between either of these and the middle star is one and a half degrees. Between Castor and Pollux, in the Twins, is five and a half degrees. Between the "Pointers" in the Great Dipper five degrees. Between Aldebaran and the Pleiades, twelve and a half degrees. The apparent diameter of the moon is slightly over half a degree.

It is well to know the diameter of the field of the telescope so that estimates may be made of the relative distances between objects under observation. To determine this, take some star near the equator, one of the stars in the belt of Orion, preferably the upper one, and note the time it takes to centrally cross

the field of view. Dividing this interval in seconds by 4 gives the diameter of the field in minutes of arc.

OBJECTS IN GOOD POSITION FOR OBSERVING IN FEBRUARY.

Great Nebula of Orion. Three or four degrees below (south of) the belt of Orion are three stars in a line pointing to the middle star of the belt. The lower star is the brightest—the upper one being quite faint. Between these two is a hazy star. This the great nebula, which is easily visible to the naked eye. The smallest telescope will show it as an irregular mass of cloudy light, and with large instruments it is a marvelous object. A soft delicate filmy light, having the irregular form of a headless hat. According to Huggins this object is a mixture of several gases, notably hydrogen and nitrogen. The vastness of its real dimensions must be all but inconceivable. In the center of it a small telescope will show four little stars close together. They compose the multiple star Theta Orionis. Popularly called the "Trapezium of Orion."

Great Nebula of Andromedæ. This fine object is easily found by first finding, with the aid of the map, the bright star *Beta Andromedæ*, about twenty degrees south of Cassiopeia, and which is a few degrees west of the zenith at dark. Four and seven degrees north of Beta are two lesser stars. About two degrees west of the northern of these two stars, a glow of hazy light is easily visible to the naked eye. This is the great nebula. A small telescope readily shows it as an elongated or spindle shaped object. Only the photographic plate, however, shows its truly wonderful form. As revealed by photography, it consists of a condensed mass of luminous matter surrounded by rings of nebulosity—not unlike a representation of the planet Saturn

and his rings. In the brightest part of the nebula, a brilliant star suddenly appeared in the latter part of August 1885. After remaining visible for a few months this star totally faded from view. It had never been seen before, nor has it been seen since. From the record of the Spectroscope this great nebula seems to be a vast mass of gaseous matter under high pressure. As a naked eye object, the nebula has been known since the tenth century. From its great beauty it has been called the "Queen of the Nebulæ."

Cluster in Perseus. Fifteen degrees east of Cassiopeia the naked eye readily detects a rather large hazy spot of light. With a small telescope this is seen to consist of two beautiful clusters of stars. It is known as the cluster in Perseus, and in a moderate telescope is one of the most beautiful objects in the sky.

The double star, *Gamma Andromedæ*. Having found Beta Andromedæ, in looking for the great nebula, it will be easy to find Gamma. It is similar in brightness to Beta and lies about twelve degrees north-east of that star. Very close to Gamma is a small star, of the seventh magnitude, which may be seen in a small but perfect telescope. The large star is orange, the smaller one greenish or blueish. Only a few years ago the small star was readily seen to be itself a close double, but for the past few years it has appeared single even in the great Lick telescope. One of the small stars has been passing between us and the other—the two being superposed. Mr. Burnham reports that with the great telescope the little star is now elongated and in a few years the two will again be visible.

Double star Castor. This, the western of the two bright stars in the head of the Twins, is a beautiful double star, the

components of which are nearly equal. The two stars can be seen in quite a small telescope. These twin suns are revolving around each other in about one thousand years. Castor, and its neighbor Pollux, is easily found about forty degrees north and east of Orion.

The Pleiades. This beautiful cluster will repay examination with a small telescope. Indeed it is only with such an instrument that its beauty as a cluster is at all apparent. A good field glass gives perhaps the best view. The brightest star (Alcyone) near the middle of the group has three small companion stars close preceding it which are seen in a small telescope.

The principle stars of the Pleiades are drifting through space together and are really physically connected. They are at a vast distance from us, according to Dr. Elkin, and they are very many times larger than our sun. Photography has shown that these stars are connected with each other by a vast system of nebulosity which seems to cluster about the bright stars Alcyone, Merope, Maia and Electra.

A LESSON IN SCIENCE.

Teacher:—Inez Tarr.

Subject:—Elementry Physics.

Class:—4th year.

Point:—Composition of Water.

"What are we going to study to-day class? Yes, water. I wonder how many of you would like to know of what water is made? To-day if you watch closely, you will find out.

Suppose class, you should stop drinking water, what would happen to you?

Several pupils gave their ideas but all agreed that they would die. "Then there must be something in the water that we cannot live without. What did

we say there was in the air that every one of us has to have in order to live?" "Oxygen." The pupil decided that there must be oxygen in water. One in the class happened to know that there is also hydrogen. The new word is written on the board, and drilled on.

The class now carefully observed the following experiment: The test tubes were filled with water and inverted in a glass triangle also full of water. Two platinum points were next connected with these tubes and also attached to a battery. The circuit was closed and the children immediately noticed the bubbles of gas rising in the tubes, and that it rises faster in one tube than in the other. As soon as the tube became full of gas, it was removed from the tumbler, (the finger being held over the opening,) inverted and the flame held at the mouth of the tube. "What has happened to the fire?" "The fire popped and went out." The flame was then held at the opening of the other tube and when questioned as to what they saw, such answers as, "The fire burns harder," "The fire burns better in the tube than out of it," were given. From previous study of the air the class knew that Master Oxygen is a jolly fellow who always burns everything up, when left by himself, and the pupils, by a few questions from the teacher, soon decided that oxygen gas is in the second tube and that of course, hydrogen must be in the first.

Each step in the lesson was then carefully reviewed by the class. When lead to compare the amount of hydrogen that rose with the oxygen, they judged inaccurately, but upon being told, easily remembered having seen in the experiment, the hydrogen tube fill twice as fast as the oxygen tube.

When you go home to-night repeat to some one in your family, just what you

have seen to day, and to-morrow we shall see what happens when hydrogen and oxygen are united.

EDUCATIONAL.

HOW TO GIVE CHILDREN THE DESIRE TO READ.

MARGARET E. SCHALLENBERGER,
Training Department, Normal School, San Jose.

It is a good Primary Reading teacher who, by means of certain definite lessons, enables the child not only to know the words, phrases, and sentences of these lessons, but through her teaching, gives him power to recognize new words and to grasp the meaning in hundreds of sentences not found in the reader.

It is a better teacher who, not only gives her pupils this power to read, but also inspires them with the desire to read. Many a happy device and many a worthy method designed to guide children skillfully along the somewhat troublesome path that leads to the happy land of Books, have proved useless, simply because the children have shown no inclination to reach that land. It is not enough to show children how to learn to read, we must get them to want to learn to read. It is not true that in our earnestness to give children this very important power, we fail to awaken their interest, or having awakened it, do we not often allow it to die for lack of nourishment, or, worse than all, do we not sometimes even kill it?

There are various ways of producing this melancholy state of affairs, but so much is said now-a-days upon the subject, *How Not To Do It* that for a change, let us speak of a few *Ways To Do It*.

In the first place, the teacher should do to the spirit of the reading lesson children. While she need not wish she should be child-like.

She may plan her lesson logically enough to suit the Critic Teacher in a Training School; she may question in a way that would satisfy Fitch himself; but she must not neglect to gain the child's respect and confidence by showing a true and loving sympathy in child-effort, child-thought, child-life.

The emphatic, "Well done! little man," or the half-troubled, "I did not quite catch your meaning that time, my dear," if spoken with the impression that comes of real feeling on the teacher's part, will many times prove a wonderful encourager to gentle Timidity or careless Dreamer. "I like to read for that teacher," said a little boy to me one day. "Why?" I asked. "Because if you read anything funny and read it with *expression* it makes her eyes twinkle so queer, and once, when Charlie was reading 'bout a poor little lame lamb, I thought I saw a tear roll down her cheek. Any way she looked awful sorry. She *preciaes* good reading. When you just say words, you know, right along and don't think 'bout what they mean, her eyes don't twinkle or anything; but just as soon as you read it right they do, sure? That's the reason a fellow always wants to get it right you see. "Yes," I replied, "I think I see."

Reading is a means, not an end, and the sooner this thought is presented to the child the better. He has been given an observation lesson upon spiders, perhaps. He discovers under the teacher's direction many new and curious facts about spiders. He is interested in spiders. One day the teacher brings into class some illustrated books, simply written, that tell more things about spiders. She gives them to the children to read. Those who show power in this direction are rendered happy thereby and the other children wish that they might experience the same pleasure. The

desire to read is awakened. The thoughtful teacher has expected this. Each child is given a book to read during the "Busy Hour." She feels certain that good will come from this. Some of the children return their books next day with sparkling eyes, the result of new thoughts obtained by honest effort. Others hand their's back with sighs of regret: they are a long way from the land of Books, but they are no longer careless loiterers. The desire to find out interesting facts about spiders has converted them into earnest little pilgrims. A contented smile hovers round the teacher's mouth in the afternoon as she shows the children how to pronounce a few hard words in a rather uninteresting lesson of their every-day reader. She has not been given such profound attention for a long while. "No fear that this lesson will not be learned," she says to herself, and its all on account of the spiders." To which let us add, "and the teacher."

But some one says, "That's all very well; those children can read a little. Talk about the beginners a while. It is perfectly ridiculous to attempt to get up any sort of excitement over such a lesson as,—boy, dog, the boy, the dog, boy and dog."

Decidedly ridiculous, if the book is put into the child's hand the first day he enters school and the attempt made to teach those words and nothing more.

For though we rack our brains for happy ways of presenting this lesson to him there is a serious difficulty that always stares us in the face. It is in the material or rather the lack of material given us. The same old story again, in the attempt to make the primer and other primary readers easy, they have often been rendered silly or lifeless. The teacher must supplement the material in the readers by something more

thought-producing. For instance, one way to teach the word *dog* to a class of beginners, would be to talk to them about old Mother Hubbard and her dog. When the interest in this well-known canine has been aroused, write the first couplet of the famous old rhyme on the board. Point through the sentence slowly and see if the children will have any difficulty in recognizing the word *dog*. The various ways of teaching these first reading lessons would fill the pages of a large book. This one way among the hundreds is mentioned in order to emphasize the fact of the importance of giving the children, from the first, better literature, and a greater variety, than is to be found in most primary readers. Many a staunch truth and lovely thought may be fixed in a child's mind by means of the reading lesson. It may be done even while he is struggling with the mechanical part of thought expression.

Although, as a rule, poetry is given no place in the first reader, if the teacher is careful in her selections, she will find it easier to teach than prose. Children appreciate poetry. It seems too bad to deprive them of it when they love it so. If we question them skillfully before they read, we shall discover that they read with almost perfect expression.

George Cooper's *Only One* is a great favorite with advanced first year pupils. Many second year pupils will read it at sight.

"Hundreds of stars in the pretty sky;
Hundreds of shells on the shore together;
Hundreds of birds that go singing by;
Hundreds of birds in the sunny weather;
Hundreds of dew-drops to greet the dawn;
Hundreds of bees in the purple clover;
Hundreds of butterflies on the lawn—
But only one mother the wide world over!"

The lines are short. Each contains a complete thought. There are no hard words, and the sentiment is beautiful.

The material is all one could ask, but in order to have the children read it well, the teacher must feel the little poem in all its strength and beauty. If the children ask to have a second reading lesson, some day, upon this same poem, we may be sure they have understood and enjoyed it.

Humorous selections, not foolish ones, will also produce this much longed-for desire to read. The following may be given to second or third year pupils, or even to first year pupils who are not very young.

"A mother once owned just a common-place boy,

A shock-headed boy,

A freckle-faced boy,

But she thought he was handsome and said so with joy:

For mothers are funny, you know,

Quite so—

About their son's beauty, you know.

"His nose, one could see, was not Grecian, but pug.

And turned up quite snug,

Like the nose of a jug;

But she said it was cunning, and gave him a hug,

For mothers are funny, you know,

Quite so—

About their son's beauty, you know.

"His eyes were quite small, and he blinked at the sun;

But she said it was done

As a mere piece of fun,

And gave an expression of wit to her son;

For mothers are funny, you know,

Quite so—

About their son's beauty, you know.

"The carrotty love-locks that covered his head
She never called red.

But auburn instead.

"The color the old Masters painted," she said;

For mothers are funny, you know,

Quite so—

About their son's beauty, you know.

"Now boys, when your mothers talk so, let it pass;

I'll look in the glass,

Be a vain silly lass,

Go tend the baby, pick chips, weed the grass;

Be as good as you're pretty, you know,

Quite so—

As good as you're pretty, you know."

The unconscious nod that emphasizes "*Quite so*," the peculiar emphasis given to "*For mothers are funny, you know, etc.*," and the knowing, half-serious expressions that the little faces assume when reading, "*Be as good as you're pretty, you know*," all testify that this reading lesson has served even a better purpose than that of creating the desire to read.

LITERARY.

WHICH IS PREFERABLE FOR WOMEN, PUBLIC OR PRIVATE LIFE?

I think nearly every one has a natural desire for public life; that is a desire to figure prominently in the affairs of the world, an ambition for distinction. There are very few, who, if given an opportunity to make their names famous, would not be strongly tempted to embrace it if they were confident of their ability to succeed. The fear of failure is what keeps most people in the ranks. Lack of confidence in their ability has more to do with making people sing the praises of private life, than a genuine distaste for public life.

As to the question, "Which is preferable for women, a public or a private life," I am of the opinion that it depends upon the nature of the individual. Some natures crave excitement, others shun it. Some love the glare of the sun, and some the coolness of the shade. Some intellects would rust or become stagnant, if they did not have the incentive of public approval, others grow in knowledge, and become broad and vigorous, in retirement and private study.

As Roger De Coverly says in *The Spectator*: "There's much to be said on both sides."

is solely a matter of preference, I hesitancy in saying that public is not woman's proper sphere, and I on the growing eagerness of women to enter into public pursuits, as a civil. Her triumphs should be limited to the domestic roof, and to the circle. Her duty should be to preside gracefully over her home, to be useful in her church and charities, to read books, and to appreciate art and music. This keeps in exercise the subsequent development, the highest of her nature, that part which would enter public life have no time to improve. She need not sacrifice her public usefulness by not aspiring beyond the domestic. When Mrs. Partridge, in "Bleak," tried to interest Esther in some scheme for charity, Esther replied that she did not feel equal to the occasion. She thought that if she should do so, she could for those immediately around her, the circle would gradually

expand, like Esther, instead of entering into the public charity or work, women do her share toward alleviating every of the world, and toward creating an atmosphere of happiness immediately around her, and thus the world grows better, and the social air purer. The public philanthropists have made it, or ever can make it.

There are three general influences, I think, which impel women into public life: a sense of duty, a desire for fame, or a necessity for earning their own livelihood. If a woman is led into public life solely by a sense of duty, public life is that woman's proper sphere, and she will find there her greatest measure of happiness. Often, women do wrong not only herself, but so general, by confining her ability to the limited field of action afforded

her in private life. Could George Eliot, Louisa M. Alcott, or Madame De Staël have done so much good in the world if they had not aspired beyond the ranks?

If a woman is influenced by selfish motives such as personal ambition or pride, she will never find happiness in public life, because happiness means contentment; and it is a characteristic of ambition that it is never content. As Shakespeare says, "It grows by what it feeds on." The more an ambitious person achieves, the more eager he is for further triumphs. Neither will this class be useful to the general public, for they will sacrifice every thing to their own ends. Is the world any better for having such women as Belva Lockwood or Mary Walker? They have but lowered the dignity of woman, and have sacrificed the respect of their friends.

But perhaps the majority of women who enter public life do it in order to earn their own livelihood. The ability to work, to be self-supporting, confers a dignity upon woman. The welfare of society, and the moral health of every community demands that no obstruction whatever be placed in the way of women who are compelled to earn their own bread. According to their nature, they may or may not be happy in the life they are compelled to enter.

As far as true happiness is concerned, the conditions that surround a life passed in the broad glare of the public eye, are not calculated to insure peace and contentment, which are the things, I think, most to be desired in this world.

If there were less talk about the "Emancipation of Women," and "Woman's Sphere," and "Woman's Rights," we should have less discussion of such topics as, "Is Marriage a Failure?" and "What shall we do with our Surplus Girls?"

Whatever may be the preferable station of man in life, there is no doubt that private life is woman's proper sphere. There is something about the position of a woman striving for preferment in the arena of public life, which suggests the image of a flower growing on a dusty roadside, withered with the heat and smothered with the dust.

She would "better rest in the shade of a portico whose proportions satisfy her, than on the stony road where there is only the glare of the noonday sun."

On the whole, I think, that the environments of private life are better fitted to bring out the finer qualities of human nature, and to insure lasting contentment, than those of public life.

M. G.

ALUMNI NOTES.

Lily Bayne, Jan. '91, has taught in Newtown and Lotus, El Dorado Co.

Ellen M. McCuen, Jan. '90, is teaching in Pleasant Valley, El Dorado Co.

Mabel E. Cutler, June '91 is teaching in Fish Creek, Eureka Co., Nevada.

R. D. Williams, Dec. '86, has begun a second year's teaching in Sutter Co.

Mrs. O. E. Rouse, *nee* Lillian Purinton, June '89, is living in Los Gatos, Cal.

Katie L. Mullen, Dec. '87 is teaching thirty pupils in Taylorsville, Plumas Co.

Jennie R. Sherman, June '89, has been attending the State University at Reno, Nevada.

Ella J. Dimon, June '89, was married to Mr. George W. Hamilton, Dec. 23, at Placerville.

Edith E. Woods, Jan. '90, has finished her second year at the Carmelo School, Monterey Co.

Mr. Frank M. Lane, May '88 and Miss Mamie L. Balthis were married in Fresno, Dec. 28, '91.

Miss Hines, June '90 is in the intermediate department of the public school in Porterville,ulare Co.

W. J. Dougherty, June '91 closed a successful term of work Dec. 24th, at Pleasant Grove School, Roseville, Placer Co.

Mary E. Norton, Dec. '84 is at present at work in Fresno City, C St. School. She has been there since Sept. 1890.

Miss Short, May '88, Miss Loder, June '90, and Miss Angell, Dec. '87 are employed in the public schools of Reno, Nevada.

Mary R. McLay, Jan. '90 is substituting in the San Francisco schools. She expects a permanent position in a few months.

Frances Leutzinger, Jan. '90, has taught two terms at Mt. Aukum, three months at Salmon Falls, and is now teaching at Pilot Hill.

Theresa V. Gargan, June '89, has been teaching in San Mateo Co. She will soon go to San Luis Obispo Co. near Arroyo Grande.

Mrs. S. T. Thompson, *nee* M. Frances Young, Dec. '86, has charge of the primary department of the High School at Park City, Utah.

Thos. J. McGrath, Dec. '84, is teaching the Loganville School near Sierra City. He will soon teach in St. Louis, Cal. He is now Supt. of Public schools in Sierra Co.

Miss Gertie Connell, June '89, and Miss Fannie Fowler of the same class are teaching in the Santa Ana school. They, with Miss Georgia Thatcher, June '89 also, who has a school at Poway, San Diego Co., attended the recent session of the State Teachers Association at Riverside.

ALL SORTS.

She still gazes at her rubber in the mud but he is far away.

Visitor—"Are you a Junior now?"

Student—"No, I was a Junior B4."

The classes in Manual Training are not so "stuck up" as they were awhile back.

Mr. H's ambition is very high. He is endeavoring to win a Jewel(l) of priceless worth.

We don't often see two boys very loving. I wonder what makes the two Freds of Jr. A4 so affectionate!

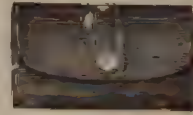
Teacher of Physiology—"Is there any human being who does not perspire?" Pupil—"Yes ma'am, the pig."



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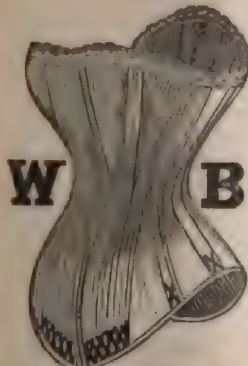
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The Ariadnes are getting rather speedy, also Bighty.

Alas! Fred's attentions are attracted some where else.

Why are the Freds so interested in the Agendia?

Did any one see "Brudder Will" with those two large valises?

Ask some of the Senior B girls if they know how to make a noise on tin pans.

Teacher—"What State was admitted in 1861?" Brilliant Native Son—"California."

Perhaps it would be well for some Method student to develop a lesson on the quince.

It seems a shame that one of Prof. S's pupils should be asked to "explain" her drawing.

What shall we do with the escorts, he asks? Why feed them, of course, if they are men.

The Junior A's think they know something about geometry. How about that perpendicular?

Don't feel discouraged girls if no other beau is available get a pink one. "It" is better than nothing.

One of the Normalites remarked that the first "Thing" she saw on coming to San Jose was a Be(a)ll(e).

What could have made that large hole in the road to Prof. C's? Ask the editors of the Pacific Coast Teacher.

Who were they buying presents for on Christmas eve, he in his cape over-coat and she dressed in her best.

Why did "Brudder Will" look so solemn on Monday? Because, as we afterwards found out, he got lost in the city.

Why does it always rain hardest in the vicinity of the Normal? According to one theory, noise causes rain to fall.

Teacher—"Give the distinction between hung and hanged."

Pupil—"He hanged the man when he was strung up."

Why don't the young gentleman of the for B class pluck up enough courage to ask the young lady whom he wishes to see when he calls at a certain house on Tenth et.

Pupil: "I sot the bowl on the table. sentence is incorrect for the verb sot by the dictionary."

Brudder Will sprained his finger playing base-ball; so he said, but, "How about gate, Will?"

Who is the Junior young man who is to buy New Year's cards, and so subscribe dress-maker's advertisements?

Ask Miss L. Jones whom she bought "Leap Year Auction," and if "Weeds" profitable investment.

Prof. K—"You had triangles in Math didn't you?" Class—"Yes." Prof. "Guess you didn't have 'em bad then."

If thirty-two is the freezing point, what is the squeezing point? Two in the shoe course. Ask a certain Normal boy to put

He sang of his love to the window above

In a "tenor" voice that was soft and mellow
But the beautiful maid of his serenade

Had gone out with another fellow.

A recent African explorer was asked if he liked the savages. "Oh," said he, "they are very kind-hearted people; they wanted me there for dinner."

How fickle he is; first on Ninth street looking on one young lady's stairs; next the gallant gentleman staring vacant at a house on Tenth street.

Teacher—"What is water of temporary hardness?" Brilliant Senior—"Ice." Teacher—"How may it be softened?" Student—"By warming."

Miss S—assuming a very weird expression of countenance: "What kind of an expression have I now, Willie?" Willie—"An expression."

Miss A—to her small Geography class: "If you were sailing on the ocean and the wind stopped blowing, what would you do?" Charley—"I would get out and

Can any one explain why the young men of the school take so much interest in the "Junior" boys even attend their

One of the young gentlemen, who is going to enter the Stanford University, is studying Latin. He is also studying Geology and is interested in the subject of "Stone" at

Pacific Coast Teacher

Journal devoted to the Educational Interests
of the Pacific Coast.

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TEACHERS OFTEN COMPLAIN that their calling is not regarded as a profession and that they do not receive the consideration at the hands of the public to which, by virtue of their position, they are entitled. We desire to discuss whether teaching should or should not be considered a profession, but desire only to call attention to a few points bearing upon this subject.

Do we believe that teachers themselves are responsible, if cause for such complaints exists. Think over the teachers you met at your last Institute and do you remember several who were content with belittling their calling, who decried their co-workers, who were narrow, self-opinionated, and intolerant? Do you not recall teachers, who are unkind and ungenerous to their fellow-teachers; who violated every rule that a professional code dictates? Is it any wonder, as teachers manifest this spirit toward each other, they fail of rightfulness?

Do we reasonably expect the public to maintain a kinder attitude toward us than we maintain toward them, or accord us greater respect than we dole out to one another?

Can we ask the public to regard "teaching" as a profession, when we do not act as professionals?

If there is to be a change for the better in this regard, the change must begin with us as teachers. If we think we are entitled to greater respect and esteem, we must prove ourselves worthy of them. Let us remember that ours is the noblest of all callings; that education is a savior of humanity and that its apostles must be pure in heart, noble in spirit and constant in purpose.

IN ONE OF OUR EXCHANGES RECENTLY we came upon the record of an imaginary conversation, presumably an argument against those who are dissatisfied with the State series of school text books. Trusting that it would not be regarded as sacrilege, we have persuaded the aftermath left lingering in the archives of memory to allow itself to be conjured up and be put forth tangibly in this wise:

Socrates No. 2.—"Do you like the State Text Books?" California Teacher—"No. I am opposed to the whole system!" S. No. 2. "But do you like the books?" C. T.—"Well, yes, one or two of them." S. No. 2.—"Which ones?" C. T.—"Well, the primary Geography and—but History is bad, very bad." S. No. 2.—"Well, now, I think it a pretty good book, if Eggleston's or Barnes' is used in its stead." C. T.—"I don't like the advanced Arithmetic." S. No. 2.—"Well, I think it is a good book: it makes the teacher work."

So "it makes the teacher work!" Ah Work,
Thy greatest ally is a clumsy hand!
What pity 'tis that ever tools were keen!
How much nobler he who fumes and raves
A year o'er toil with crooked sticks,
Than he who plows with steel? 'Twere better
far,
(If this great man be given credence),
—Than hunt for grandest ways to do great
things,—

To form forthwith a trusty band to scalp
On oath that fearless head that dares to think
A labor-saving thought.
Henceforth let's work with axes "dull as lead."
Why ride with lightning when the dusty road
Is at our feet? Oh shades of labor! Tell
De Lesseps rest. Why wed the seas
When madden'd Work would round the Horn?

"It makes the teacher work." What of the child?

Methinks it makes *him* wild. Be it a fact
That "work is good in spite" of ancient aids
In that how great's the prophesy of strength
When men have better helps. How now! a form!

Sir Oracle! Why roll his dewy orbs
As if in sheerest pain! "Write thou these words,"

Shrieks he, "I'm one who loves his fellow men,"—

*"More's the dignity in mind's directive power
For one short day, than in a geologic age
Of drudgy, half-aimed toil."*

PROF. E. E. BARNARD, THE EMINENT astronomer of Lick Observatory has, in this number, an article on star observations for February that we are sure will be received cordially by all our readers.

Arrangements have been perfected through the efforts of members of the Normal Astronomical Club to have Prof. Barnard give hereafter a monthly outline of observations that may be made by all who love "the heavenly science."

We are exceedingly glad that Prof. Barnard has made it possible for us to present to our readers this enticing series of articles, and that he himself has consented to guide the way among the stars.

"FRENCH FAIRY TALES" is the title of one of the most valuable little books for beginners in French that we have seen. It is edited by E. S. Joyues, M. A., and is issued from the publishing house of D. C. Heath & Co., Boston, which, alone, are sufficient guarantees of its attractiveness. Cinderella, Blue Beard, and other popular tales are given

in simple French. Following stories are vocabulary and notes work is based on latest methods of language learning and will be found a lightful help to anyone who desires to add French to his accomplishments. (Heavy paper cover—price 35c.)

THE POSTOFFICE BOOKSTORE is a place to get stationery, books, musical instruments, etc. Student supplies a specialty.

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THE CALIFORNIA SCHOOL of Elocution and Oratory is deservedly gaining in popularity from year to year. The advantages offered by a course of instruction in this school are particularly valuable to teachers.

Miss F. M. Estabrook, the principal of the school, is aided in her work by strong educators. At the last commencement an entertaining program was given chiefly by alumnae of the school. Hon. John Swett delivered the principal address.

STATE TEACHERS ASSOCIATION

The twenty-fifth annual session of the California Teachers Association, was held in Riverside, December 29-31, inclusive, was attended by about 100 teachers.

As the people of the city of Riverside are exceptionally hospitable, the part of the week's visit was most carefully guarded, while the most eminent Californian educators gave the intellectual part of the session the vigor and interest. Only the bare

the work of the session is possible magazine article. For this reason that brevity may be blamed for is incomplete in the following

PRESIDENT W. W. SEAMAN, in his address, the topic of which was the public school system kept pace the progress of the times," said: "History is yet too much regarded as a stepping stone to other more lucrative or more avocations. The State must demand higher qualifications for those entrusted with its educational work and at the same time guarantee a secure tenure of position and a bet-
ter salary."

* * * * *

MR. ANDERSON, State Superintendent, said: "A sentiment prevails, not among educators but among the people at large, that the courses of study are too extensive in our public schools; thoroughness is impossible, and that the result is superficially educated children. This is a chief defect in our system and deserves the immediate attention of the people and teachers."

* * * * *

MR. BERNARD MOSES read one of the best masterly papers presented to the association. It was a scholarly and a more philosophic study of history in our schools.

The paper much attention was given to the evolution of different methods of history teaching, especially those of the German teachers which Prof. Moses regarded as most advanced.

"History," he said, "does not consist in the recital of exploits of a hero and the marchings and counter-marchings of his armies. It embraces the social and the political relations that exist between different peoples, or be-

tween different divisions of the same people.

The historian of to-day must know of trade, taxation, of finance, in their complex relations to the people. To be a true historian one must be something of an economist and know something of international law. In short, history as should now be written must comprehend far more than was thought essential in former times when war was the principal business of mankind. Merely a chronicle of military events can no longer be properly regarded as history. The complex life of a modern State, especially when ruled by the people thereof, must be studied in all its many phases by a competent student before any attempt to write its history can be honestly begun.

TEACHERS RECEPTION—On Monday evening a reception was given the teachers by the people of Riverside. Addresses of welcome were made by C. H. Keyes, Rev. Dr. Deere, and A. H. Naftzer. Replies in behalf of the teachers were made by Pres. Seaman, and Mr. J. W. Anderson.

DEPARTMENT OF SUPERVISION.

The morning sessions were spent in department work. H. J. Baldwin presided over this department.

SUPT. A. E. FRYE of San Bernardino said, on the topic, "Examination and Promotion:" "Modern educators of the highest type examine along the line of power to do the work. A knowledge of the time when a child reaches this result is better acquired by his immediate teacher than by the county board or those more remote."

SUPT. KNEPPER of Santa Barbara said, on this topic: "Modern American methods aim at brevity—quick results. Fruits are demanded without giving proper time for maturity. All short cuts to results are taken; the corners clipped every-

where. The child is thus robbed of its childhood, and youth of its freshness. All teaching of the younger pupils should be in concrete forms. Too many abstract propositions are placed before the young child who is not thus led by short steps from the known to the unknown, but from the practically unknown to the unknowable."

Prof. Earl Barnes, Prof. Monroe of Pasadena, Prof. Brown of Santa Monica, Supt. Keyes and others joined in the discussion.

The programme for the remaining days of the session in this department was as follows:

WEDNESDAY—CITY AND COUNTY SUPERVISION.

Discussion—City Supervision.

—W. M. Friesner, Superintendent of Schools, Los Angeles.

T. L. Heaton, Principal High School, Fresno.

Discussion—County Supervision.

—J. W. Linscott, Superintendent of Schools, Santa Cruz County.

W. M. Armstrong, Superintendent of Schools, San Luis Obispo Co.

P. M. Fisher, Editor *Pacific Journal of Education*.

THURSDAY—HIGH SCHOOL WORK.

Discussion.

—Mathematics, Irving Stringham, University of California.

—Science, Leroy D. Brown, Principal High School, Santa Monica.

—History, R. F. Pennell, Principal High School, Marysville.

DEPARTMENT OF INSTRUCTION.

In this department, over which G. W. A. Lucky presided, the following was the programme of work:

TUESDAY—SCIENCE.

—Entomology, M. S. Seymour, State Normal School, Chico.

—Botany and Zoology, Miss Sarah P. Monks, State Normal School, Los Angeles.

—Physics, Frederick Slate, University of California.

WEDNESDAY—ENGLISH.

—Primary Grade Language Work, Miss Emma L. Angier, Los Angeles.

—Grammar Grade English, Harr Wagner, Superintendent of Schools, San Diego County.—(This paper will appear in our March number.)

—High School English, Miss Henrietta Bancroft, Principal High School, Riverside.

THURSDAY—PRIMARY AND KINDERGARTEN

—Kindergarten, Mrs. N. D. Mayhew, Los Angeles, and Mrs. Helen Joslin Le Beau, Riverside.

GENERAL SESSION.

MARTIN KELLOGG, acting President of the State University. Topic, "Educational progress in California." Of the value of the high school as a factor in higher education and of the the future of education in our State, Pres. Kellogg said:

"A great advance in public education will have been reached when we are able to turn over each year to the university a corps of earnest students less advanced in years but more advanced in mental acquirement and discipline. While there is much solid ground for satisfaction in the progress of the past four decades there is still firmer ground for hope that far greater things are in store for us for the decade now current."

MISS EMILY RICE, of the Chico Normal School, on "Toil and Toilers, read an earnest, thoughtful paper. She advocated strongly the justice of equal claims for equal work.

PROF. EARL BARNES, of Stanford University, on the subject, "What can the University do for the teacher," said:

"The higher education makes teaching more scientific. It is, moreover, absolutely essential if teaching is ever to be raised to the dignity of a profession. Pedagogy to-day is where medicine was 150 years ago in this regard."

DAVID S. JORDAN, in an evening session on "Agassiz as a teacher" interested and instructed his audience with a recital of personal reminiscences. The character observed in the "great teacher," and methods of work were decided and delightful prominence. The programme for the remaining part of the session was as follows:

—Last Educational Factor in California," Walter Lindley, M. D., Superintendent of the Whittier State School.

—Evolution of the College Curriculum," David S. Jordan.

—Geo. W. Church, of Fresno. Teachers' Pension Association,"

Mrs. Mary Prog, San Francisco. Teacher and the Taught,"

A. W. Plummer, Santa Ana. Life Temperance Instruction,"

Chas. F. Brown, East Riverside.

Due to lack of space we can not give prominence to these topics that they were. The papers were all able in every way and should be printed in perfect form for the benefit of all who are interested in the best thought on the greatest problems in the educational world.

REPORTS OF COMMITTEES.

Meeting at Fresno.

OFFICERS.

President, H. J. Baldwin, National

President, P. M. Fisher, San Francisco.

First Vice President, F. A. Molyneux, Pomona.

Second Vice President, Bernard Moses, University.

Third Vice President, Melville Dozier, Angeles.

Secretary, J. P. Greeley, Santa Ana.

Treasurer, G. A. Merrill, San Francisco.

TEACHERS' PENSIONS.—It is recommended that the Teachers' Pension As-

sociation authorize the presidents of the various county boards of education in the State to organize societies in favor of pensioning teachers, and request the said presidents to report results to the secretary of the Educational Council of California on or before the 1st of June, 1892.

2. That Mrs. Prog be requested to prepare a circular embodying a plan for the organization of said societies and forward the same in behalf of the Association to the presidents of each county board of education on or before February 2, 1892.

Signed

LE ROY D. BROWN,
S. G. S. Dunbar,
MRS. SIDDLE.

TEXT BOOKS.—The following resolutions condemnatory of the State Series of text-books were offered by John G. Jury of San Jose:

WHEREAS: Resolutions have been passed in various county teachers institutes of this State, to the effect, that after four years fair and impartial trial of the California State Series of Text-Books, such series has been found to be utterly unsuited to the wants of teachers, obstructive to their best work and unworthy the high educational spirit of our times; and

WHEREAS: We realize the fact that any revision of the present series would not effect the needed improvement, and that an appropriation for such purpose would but add to the great expense already incurred by the State, and

WHEREAS: The earliest practicable legislation in the matter of text-books is desired:

Resolved: That we the teachers of the State of California in Association assembled, condemn the present State series of Text-Books.

Resolved: That judging from our experience we do not approve of the State preparing and publishing text-books for our public schools.

Resolved: That a committee of five be appointed by the President of this body to prepare and present a strong memorial to our next Legislature asking that relief be given from the present State series of text-books in the manner indicated in these resolutions.

After a short discussion, during which the resolutions were laid on the table, they were referred to the Council of Edu-

cation with request to report at next session of the Association. This is a decided step forward, as now we shall reach some solution of this much mooted question in our next session.

The general committee on resolutions submitted the following report:

Resolved, That the members of the State Teachers' Association are unanimous in their appreciation of the hospitality of the people of Riverside. Their thoughtful and generous attention give us more faith in our work. Their orange groves and business enterprise lend an added charm to our great State. The efficient management of the City Superintendent, C. H. Keyes, and those associated with him have made this meeting both notable and enjoyable.

(Signed)

WILL S. MONROE,
G. W. A. LUCKEY,
HARR WAGNER.

TREASURER'S REPORT.

Cash in treasury at opening of Riverside meeting	\$ 59 75
Received for dues, etc., Riverside meeting	463 00
Total expense of Riverside meeting	\$ 90 00
Balance on hand	\$ 432 75

It was voted to allow the secretary \$50 for his services.

SAN DIEGO COUNTY INSTITUTE.

"Resolved, That this has been the most instructive and interesting institute ever held in the county," was one of the resolutions passed by the San Diego institute which closed its four days' session Dec. 24th.

County Supt. Harr Wagner is ambitious to have the schools of his county take a high rank, and nothing that he can do is left undone. His teachers fully appreciate the educational least he gave them, and have gone back to their schools "all enthusiasm." In his opening address, Mr. Wagner said, "Whenever teachers assemble as learners it is in open recognition that perfection has not been attained. You have in a large degree acquired all the knowledge that *has been applied* to the art of teaching.

That is all. You have not learned thought of to-morrow. You are not familiar with the new education of the year. The school system is not sacred as our creeds. We hail revolution. We glory in new methods. We seek truth. With such an aim the art of teaching will gradually change. The educational advancement of the next years will be in touch with the industrial development of the 19th century. Out of a large discontent with our present knowledge will come an effective approach to wisdom."

The very moment that you lose consciousness of your defects and are still in the belief that you have attained the ultimate of success, then, your progress is stopped by the wall of your own conceit. It is the indifferent teachers, the incompetent ones that bring poor results.

Writing is a lost art in the schools. Arithmetic is always given prominence. Spelling is a forsaken art. It is a great mistake to neglect reading. I place it first in importance in common school studies.

Text-books of morals for the use of children in the public schools are not as effective as the lesson that comes from the teacher's lips, direct from the teacher's heart.

Good taste, refinement, and a sense of beauty should be cultivated by the instructors of youth. Wisdom sits not in judgment upon what we know but upon what we are."

Rev. B. F. McDaniel favored us with an address on "The Moral and Educational Value of Manual Training." I met but few who are as enthusiastic on this subject as Dr. McDaniel. Said he, "If I were principal of a Normal school, I would not graduate a student from the school until she could handle a saw and a plane. Mr.

ing vitalizes all school work. Maintaining kills cram. Educators claim pupils in Manual Training schools do more intellectual work than in other schools.

Mrs. Mary Sheldon Barnes of the Stanford University added much to the success of the institute by his talks on "The Professional Training of the Teacher," "The Right of Right in Children," "Children's Education," and "Methods." Mr. Barnes said, "If we have all to make a profession, we must have a high knowledge of that with which we deal. And with what do we deal? Children. We need data in order to children before we can talk of a high and noble profession."

Mr. Barnes, principal of the Los Angeles High School, delivered addresses on, "The Child and the Probable," "Under the Microscope," "Methods of Teaching." Mr. Barnes said, "There is no best method under certain given conditions. We must consider the mind of the teacher. All people cannot teach alike. You cannot do justice to yourself if you teach a subject just as I do. Then there is the child. Every child is a unit in itself. They are not all 'like peas in a pod,' by any means. He has his characteristics. There is absolutely no one method for doing anything in this world."

Mr. Barnes spoke in the line of Physics, showing that many of the text-books contain scientific facts which do not exist. He demonstrated the statement by a series of incidents, and thinks the situation should be remedied.

During the session we listened to Army exercises by pupils of the Berkeley school, and Author's Day exercises by pupils of the Sherman school. A class in "Physical Culture" showed us that the ego does not believe in paying all

the attention to the mind and neglecting the body.

Mrs. Mary Sheldon Barnes' Talks on History, were both interesting and instructive. Dr. Eli F. Brown of Riverside gave us a number of useful suggestions. Several strong papers were read by the teachers. Each evening we listened to a lecture and some form of literary exercises.

The third afternoon of the session a special program was prepared for the trustees and though the superintendent sent out 415 special invitations, but a very small part of that number of trustees responded.

Were there more institutes like this one, that idea so popular in some places that a teachers' institute is nothing more than a "dress parade" or a "teachers' picnic" could in a large measure be done away with.

SAN JOAQUIN COUNTY TEACHERS INSTITUTE.

During the last week of November, one hundred twenty-six teachers—almost the total number—of San Joaquin County enjoyed one of the most energetic and profitable institutes ever held in Stockton. Superintendent George Godell was aided by some of the best educators in California in the general work, while the county teachers joined enthusiastically in the discussion of special studies, aids, methods, etc., in section meetings.

Miss Alice Smallfield in a paper on primary work sets forth, first, a principle which can not be too generally accepted by teachers, secondly, a common error which can not be too universally avoided. These are her words:

"When the child has learned all the words in the lesson he is ready to read.

Now reading is the process of thought getting, and this must be constantly kept in mind. I do not let a child attempt to give me the thought until he gets it himself. When he reads it silently he is getting the thought, when he reads it aloud he is not only getting but also giving the thought. I do not teach pauses, inflection or emphasis by imitation. I think it one of the gravest mistakes to do so. After we have completed a lesson we always have a talk on the subject just read about. If we read about the fly I tell them about the fly, we talk about insects, and the peculiarities and habits of insects; about their eyes; how they breathe; the number of legs, etc., in fact I tell them as much as I know about the subject. Thousands of people cannot tell how many legs a spider or a common fly has.

I am very much opposed to reading a lesson backwards. Little children become habituated to looking at the words backwards and the image is so formed in the mind. I discovered this about eleven years ago. I gave a little boy *hand* to spell and he spelled it *dnah*. I thought to myself this child is surely sound blind. I gave him another word and he spelled it *gorf*. All at once it dawned upon me that the little fellow was spelling backwards. Upon inquiry I found that the child had been made to read backwards. I have since had quite a number of such cases."

Concerning the efficacy of literature for good in public schools, and, in the direction of a few suggestions, regarding a wise expenditure of the library fund, Miss F. R. Wickersham said: "Many of us cannot help but regret that the children of our State receive so little in return for the munificent provisions made by our legislators. I have examined a number of our school libraries.

Many of them bear witness to the excellent literary taste of the teachers, but books that ought to be read are those that are seldom taken from the shelves. A word as to the selection of books. We have already recommended that a portion of the library fund be expended on "The Awake" and "St. Nicholas." At Lincoln I believe, they used to take "Harpers" The "Century" or "Scribner's" should find a place in every school. One of these, the two juvenile periodicals that I have mentioned, "The Youth's Companion" and an illustrated weekly, much can be done for the literary culture of the children. Use selections from these for supplementary lessons in the reading lessons. Use them for conversational lessons. Never give subjects that will tempt the children to plagiarize. Never take subjects beyond their capacities. Remember that the object is not to make authors. God attend to that. If a boy has the genius within him it will surely come forth. We must adapt ourselves to special pupils but to the needs of the majority. In conclusion I quote from statistics: "One-half of the children of the world leave school before they are 12 and three-fourths quit before they are 12." In view of this fact literary education must not be left for the higher grades of the city schools. It is necessary to begin early and at all times to keep sight the goal to be attained. Out of all our work must be: first, to develop within our pupils a taste for good reading and by so doing to brighten their lives, widen their interests, make them neat, thoughtful, courteous and appreciative. May heaven speed the day when in our country the same attention is paid to the English language and literature that at present is given to the German. The work

may be made "a substantial both pure and good," and in literature may seek a powerful instrument for the regeneration of our Americans."

Active and entertaining lectures delivered by Homer B. Sprague, Dean, Wm. Carey Jones, and J. Person.

Following resolutions were passed by teachers at their final meeting:

RES. After a fair and impartial trial of the State text book series during the past four years, the teachers of this Institute, actuated only in advancing the interests of education, have found the State in using said books unsatisfied.

RES. We realize the fact that any reader of the present administration would find an improvement, and that while one of the entire series may have given ground, as a whole they are inadequate to the work which they were compiled;

RES. That we join hands with the Alameda and Santa Cruz teachers in their struggle for a reform in text books by appointing a committee from this session to act in concert with them in memorializing the Legislature to abolish the entire system.

THE ART OF READING IN PHILOSOPHY.

By W. T. HARRIS.

Following outlines of courses in philosophy which appeared in the January *Public Opinion*, will be found of especial benefit to those of a philosophic turn of mind who are about to take up a course and wish to have the aid of guides. Mr. W. T. Harris is almost universally, as eminent in philosophy as in literature. If you do not care to take up the study, keep these outlines for reference.)

NO. I. FOR BEGINNERS.

This list does not give the books arranged in the order in which they should be read. One may take up any one of the books on Philosophy first. But one literary work should be begun at the same time—a work of Goethe, Ho-

mer, Carlyle, or some work of commentary on them.

The literary view of the world is a philosophic insight clothed in poetry or in impassioned prose.

Each one of these works does something to train the mind into new habits of thought which make one feel as if he had been endowed with new faculties. Such endowment is not sudden, but gradually comes on so that after one year the person can perceive that he has gained power in reading works of elevated thought. Problems that were difficult to grasp before, now become easy. The first year's growth is small compared with the second and subsequent year's growths.

I. Cousin's History of Modern Philosophy, two volumes, D. Appleton & Co.

An excellent, positive work, containing in the second volume (third volume of the original) a masterly critique of Locke, refuting his sensism doctrines. It is the easiest and most interesting work for beginners.

II. Fichte's Popular Works (one volume), published by Truebner & Co., London (recently a new edition in two volumes).

It contains "The Vocation of Man" (to be read over and over again); the first part of it gives the standpoint of Fate or Materialism; the second part, the standpoint of Idealism; the third, of Freedom and Immortality. If read over once a year it will seem a new book each time.

III. Hegel's Philosophy of History. English translation in "Bohn's Library."

It gives a survey of the ideas that govern nations and explain their national differences. I read it almost every year and draw more nourishment from it than

from all other books. My first reading did not get so much from it.

IV. Carlyle's *Sartor Resartus*, or "The Philosophy of Clothes," that is to say, spiritual clothing—the clothing of manners, customs, habits, and usages—the ideas that dominate our thinking and willing.

This book should be read over once a year for three years. It helps one see through human customs and usages as no other book ever written can do. It, too, like the other books I have named as difficult ones, requires several readings.

V. Plato's *Phædon*. Jowett's translation.

It is better to read this one dialogue of Plato ten times than to read ten different dialogues once. Not that this dialogue is his greatest or that it contains all his wisdom; though it is true that one who writes on the lofty point of view such as Plato assumes, in some sense may be said to imply the theory of everything in each article that he writes.

The reading of Plato does not seem to give us much at the first trial, but it gradually nourishes in us a habit of mind that can divine or intuitively perceive the truth underlying all things.

VI. Goethe's *Mæhrchen*, or "The Tale" in Carlyle's translation.

Read all the commentaries on it—Carlyle's, and those of Rosenkranz and Miss Garrigues published in the *Journal of Speculative Philosophy*, Vol. V, No. 2, and Vol. 5 No. 3. The greatest commentary, in the sense that it is in all probability the one that suggests Goethe's own conscious thought while composing it, is that which Dr. Hedge gives an account of in his "Hours with German Classics"—the essay by Baumgart translated by Professor Judson and published in the *Journal of Speculative Philosophy*, Vol.

XXII. This fairy tale helps us to history under the garb of poetry.

VII. Carlyle's Essay on Novalis. One will get help from this work to see how philosophy explains literature. Read the aphorisms carefully.

VIII. Jean Paul Richter's *Dreams*. Carlyle's translation.

This brings to consciousness in the soul the instinct that leads us to believe in the existence of God as a Person. It is the theistic instinct.

IX. Goethe's *Faust*, Parts I and II. Read with this the commentary of J. Snider (Messrs. Houghton & Mifflin, Boston). This poem rightly interpreted shows us the two great tendencies of modern emancipation or "free thought" in their contradiction. The Mephistophelian view is that of cold, calculating selfishness—"the world is my opportunity." The other view proves to be a phantasm, namely the Christian theory which adopts the principle of disinterested charity. The progress in the poem is from pantheism to Christian theism.

X. Homer's *Iliad* and the commentary on it: by D. J. Snider (published in the *Journal of Speculative Philosophy*) follows: The Introduction, April, 1883; Book I, October, 1883; Books II and III, January, 1884; Book IV, July, 1884; Book V, October, 1884; Book VI, April, 1887; Book VII, April, 1889).

There is no commentary on this poem that can compare with Mr. Snider's in revealing its structure of motives and collisions. It makes the *Iliad* like a modern poem. The *Iliad* is, according to Mr. Snider, one of the world's four great literary Bibles.

XII. Emerson's Essay on Poetry, in the *Imagination*, in the volume on *Practical Aims*.

This is the best philosophy of literature in any language. It unites

g's insight to that of Plato and them to literary art, or rather to

FOR MORE ADVANCED STUDENTS.

same directions as before as to repeatedly after intervals of seven months. In reading this as well as previous course, it is well to form clubs of three to ten earnest and talented persons and read small portions each week, interrupted the with discussions and criticisms of the text. Let each person tell in case of passage of unusual obscurity, what the passage seems to say. Each one of them in this way learns to see the content of the text through the minds of fellows and cannot fail to improve in apprehension of it.

Kant's Critique of Pure Reason. H. Stirling's "Text-Book on Kant" as it goes, reading over the authoritative statement of the ideas of Kant, Commentary. Meiklejohn translation (Bohn's Library) and the new one by Muller gives the whole work.

Fichte's "Way to a Blessed Life" in Fichte's Popular Works, published by Truebner & London.

This is a clear presentation of Fichte's views and it shows the system of philosophy which is logically to be based on Kantian critiques.

Hegel's Logic as translated by Wallace. Published by the Clarendon Press, Oxford.

In order to get a summary of the outcome of the German critical philosophy.

The Secret of Hegel, by J. H. G. (Longman, Green & Co., London.)

This book will lead down into the laboratory of German thought.

Wegscheider's History of Philosophy.

An excellent summary of European thought from its earliest period. It should be studied critically.

VI. Robt. Adamson's work on Fichte, in the English Philosophic series.

For a general survey of Fichte's entire activity.

VII. Fichte's Science of knowledge, translated by A. E. Kröger. Published by Truebner & Co., London.

This is Fichte's central work.

VIII. C. C. Everett's "Fichte's Science of Knowledge," published in Grigg's German Philosophic Series.

An able analysis of the work.

IX. Aristotle's Psychology—a translation of the *De Anima* with notes and prolegomena by Edw. Wallace.

This is a masterly translation of the most famous and important work in the history of philosophy. A book on the nature of life (plant, animal, man,) intellect, sensibility and locomotion and pure reason.

X. Plato's Republic. Jowett's or Bohn's translation.

Deals with the view of the world reached by the dialectic philosophy.

XI. Erdman's History of Philosophy—an admirable compend of the history of human thought, reflecting all the most recent critical views in regard to the interpretation of the various philosophical systems. It is much more reliable as a restatement of doctrines than any other work in English.

KINDERGARTEN AND PRIMARY.

On Thursday, January 14, a representative number of Santa Clara County's Primary and Kindergarten teachers organized a society, the objects of which, as set forth in the constitution adopted, are "the special study and harmony of the work of Kindergartens and Primary

schools, and the affording of opportunity for interchange of ideas and methods.

No step in the direction of a full recognition of the solidarity of all teachers will meet with anything but hearty approval from the progressive teacher.

The following article, kindly handed to us recently by Miss Margaret Schallenberger, of the San Jose Normal School, is very opportune in this connection.

The article appeared originally in an Eastern magazine, but it will well bear repetition.

"How often do we hear the following questions: Are Kindergartens successful? Do they really benefit the child? Does he do better work in the Primary Department after having had Kindergarten training?

Teachers are divided in opinion, and the subject, "Is the Kindergarten a failure?" is discussed in the educational journals *pro* and *con*, sometimes pleasantly, sometimes bitterly, always feelingly.

Are not the criticisms altogether too general? Kindergartens are spoken of as "*The Kindergarten*" and Primary Schools as "*The Primary School*." "Is it not true that there are Kindergartens and Kindergartens, Primary Schools and Primary Schools, and that there are even wider differences between the various Kindergartens themselves, and the Primary Schools themselves than between *some* Kindergartens and *some* Primaries?

The Primary teacher who complains that the Kindergarten has entirely failed in fitting the child for real school work, must not be too sure that she is conducting a typical Primary school. Perhaps

if a few radical changes were made in her methods of instruction, she would find the little Kindergarten appearing to her much better advantage.

On the other hand, many Kindergartens simply amuse the child, and make him dependent, lazy, disorderly.

Kindergartners should study Primary schools and Primary teachers should know a great deal about Kindergarten. When teachers are transferred in Grammar and Primary schools, from class to class, they consider it no great hardship for they feel themselves competent to teach children of any grade. While it is really true that a teacher is able to do equally good work in whatever position she is placed, yet the connection between Primary schools and Kindergarten should be so close that a Primary teacher could be transferred, if necessary, to Kindergarten and find herself perfectly at home, and a Kindergarten teacher should have no great difficulty in teaching successfully the lowest grade, at least, in a Primary school.

This much-desired state of proficiency has already been reached by many teachers of the little ones; and yet there are surely many of us who have much to learn in this direction.

The true Kindergarten teacher seeks to educate while she amuses; the Primary teacher should not forget to amuse while she educates.

Kindergartners should know more of Primary methods. Primary teachers should learn to see "the why" of Kindergarten gifts and games. Both should know more of children."

In no way can this be better accomplished

FOUNTAIN PENS.



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ished than by the formation of such a society as the one referred to. It is surely a step in the right direction.

RIVERSIDE SANITARY HOME.

Dr. Eli F. Brown, well-known throughout the United States as the author of the most popular series of text books in physiology and hygiene and as a distinguished teacher and institute conductor, has established a private Sanitary Home at Riverside, under his sole ownership and personal management. Into this home, the residence of himself and family during all seasons of the year, he receives at any time and for any period a limited number of youth or others, who, from any cause, require specific care and who seek such delicate accommodations as are found only in the most enlightened private home. Full particulars by correspondence. Address Dr. Eli F. Brown, East Riverside, Cal.

Pres. Elliot, of Harvard University, has stated that the Western schools are sending, in proportion, more students to college than the Eastern schools.—*Ex.*

THE following resolutions were adopted by the Normal School Junior A1 Class:

In view of the loss we suffer through the death of our friend and class-mate, Mary E. Bankhead, and of the still greater loss suffered by those nearest and dearest to her, therefore, be it

Resolved, That by her death we have lost an earnest worker and a gentle, loving friend.

Resolved, That we extend our sympathies to her family in this their sad affliction.

Resolved, That these resolutions be printed in the PACIFIC COAST TEACHER, and that a copy be sent to the family of the deceased.

NELLIE GALT, SOPHIE GILMOUR, MATTIE ROSEMAN, EFFA KELLY, HENRIETTA GOODWIN,	} Committee.
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The Pacific Coast Teacher.

1.

MARCH, 1892.

No. 6.

GRAMMAR GRADE ENGLISH.

Lead for Natural Methods in the Study of Language in Our Schools.

By HARR WAGNER,

County Superintendent of Schools of San Diego, and Editor of the *Golden Era*.

THE spirit of investigation has forced the science studies into prominence. English has been viewed by a tree of knowledge. The trunk, the branches, the leaves—even the roots—are grafted with cion of science. Agassiz gave to American teachers the lesson of original research. Teachers of English have not learned the lesson. Why?

Lead for thorough, practical training in English. To ask that you wisely consider your methods of teaching this subject—that is the strong golden thread in the web of every curriculum. Mental appetite for literature must be created or augmented in the grammar grade.

I have no suggestions to offer in the teaching of grammar. Every progressive teacher understands the work. The error of teaching English is much more than your methods in grammar. As taught the pupils are able to pass a high examination in the parts of speech, attribute and object complements, in all kinds of phrases, clauses, sentences; can build a sentence and dialogue with such facility that the exam-

ination paper looks as though it were covered with oriental hieroglyphics, but is more meaningless even to a benighted American. They can construct a frame work of a composition with the intuitive knowledge of a Yankee carpenter. Forty little girls with forty little essays and fifty little boys with fifty little speeches step out on the graduation platform in every little town each year. Result, a few go to the high school and learn the figures of speech, formation, capitalization, the allusions, illusions, the whys and the wherefores, of "The Lady of the Lake," the "Lay of the Last Minstrel," "Snow Bound," "Alhambra," and some other selections. A very few go to the university and after a course in philology with a great deal of time spent on the miserable spelling of Chaucer and Spenser, return home with their ability to write English enhanced by a broader culture, but lessened by an indistinct recollection of the rules of technical grammar. Technical grammar and composition, as taught, give a perilous facility for colorless expression. The knowledge obtained of English from the teaching of grammar is on the border land of ignorance. General result, a

whole generation of mediocre scribes—and some Pharisees.

How do you teach chemistry, physics, botany, entomology and kindred sciences? Without specimens? Without experiments?

The foundation of the Stanford University upon the distinctive idea of investigation has quickened the impulse and given inspiration to original research among western teachers and scholars. This idea of investigation, taught by Louis Agassiz, and emphasized by the sciences, must be applied to English. The sixth year pupils are ready for the color and atmosphere of literature before they are prepared for the rules and principles of grammar. The natural order should be followed. Goodwin wrote his Greek Grammar more than two thousand years after blind Homer sang; "Anthon, his Latin rules centuries after it was written: *Gallia est omnis divisa in partes tres*. Grammar rules are deduced from languages already in existence. Plato, the greatest master of language, wrote before words were divided into classes, or parts of speech. Aristotle and the stoics cared more for logical than grammatical form. The Alexandrian scholars were the first to analyze and classify the phenomena of language as a language. The million little sufferers throughout the world owe the torments of grammar as a text book to Dionysius Thrax. He should be forgiven, however, because it is doubtful if he intended to make grammar the basis of language. It is the modern teacher who has done that. The school world has been wrong for a thousand years upon this question. The result of original investigation has been so marvelous that the wonder is that pupils were not started years ago to deduce principles of grammar, composition, rhetoric and

logic from literature. The grammar must do it. The scholar in English do it. Let the pupil do it. This is new.

The Aryans, on the olive-crooked hills of Syria when language was young made every word a metaphor and to the child beginning to articulate pointing to the setting sun, "grow old and dying;" not to the hieroglyphs on their text books of stone.

I have been a plain and simple writer in English. I have tried to teach honesty and earnestness of words. Faith in the rules of punctuation made faithless through a visit to the printing offices of New York. I was a proof-reader, the maker instead of the servant of rules. Try this experiment: take a book from ten of the leading publishing houses of the world, examine the punctuation of the title pages. Are they not two alike. Why?

An experiment of this kind in the classroom will do more to strengthen the line of investigation than the process of memorizing of a whole grammar.

My interest in English in the school has been awakened by actual inspection and examination, and from frequent attendance at institutes where teachers gave some practical demonstration of their English; also from a critical examination of the journals published in the interests of education. No professor shows such a lack of the use of good English through his journals as that of the teachers'.

The Century and other dictionaries are full of strong words. There is a vocabulary about words that give them the strength of life. The child of twelve will not understand and appreciate strong words. The Hindu child used them. The sages who composed the wise men, of age of twelve knew the strong words.

Armenian tongue, and Paul, John, and Matthew knew the strong words, doubt if they heard of an attribute of them. The native Indian lisps strong words. Let the American boy and girl have unbounded aptitude for strong words, and care not whether they be Greek, Roman or Anglo-Saxon. The wisdom of all the centuries is theirs, and ours. Let them pour that English is the ocean into the streams of language empty both of silver and gold.

For words, thought. Teachers have not dreamed of the combinations that can be made with words. With the thought that Lowell gives in his saying, "Thought is his who expresses it best," a future is open in the use of English greater than in any other direction. The distinctive idea of investigation has been augmented somewhat in the direction of English and has had encouraging results. Word analysis is now in almost every grammar. Philology is not touched upon at the university. Yet I have obtained splendid results from skeleton work in the following:

Description of the Aryan race and migrations, dignifying the Aryan with the title of the "Mother of Languages." Trace one branch of the race through Persia and Asia Minor, on to the Black and Caspian seas, on to the farther north, peopling the lands with the Slavonic nation, and on in the shadow of the Alps. More venturesome than others, following the land of Scott and Burns, following in their trail the Indo-European races, and giving to the world the story of the Saxons—and the annals of the masters of Latins—the French, Spanish, and the Teutons. Are not these migrations interesting as the course of the Ama-

zon? Does not the Mother of Languages, the daughters of the Greek and Latin open a field of investigation that is wide and full of human interest? Lessons may be given by comparing the migration of the Aryan race to a tree and its branches. The leaves representing the literature of each division. The tall and heavy laden English branch broken with the weight of its leaves. University work—high school work? No. It is no more than a lesson on geography; an outline of general history. Yes, it is; for it gives to the pupil a knowledge of the human interest in words. The trail of the English through the ages. The child is not ready for composition until it has learned to distinguish clearly the use of words. When it has learned to investigate words it is ready to investigate thought, and when a child is ready to investigate thought it is ready for literature, and when it has thoroughly investigated literature it is ready for grammar. In fact a student of literature ought to be able to deduce his own principles of grammar.

Has the child of the grammar grade power to comprehend the thought of literature? Tell it of the romantic and sensational lives of Shelley and Byron, and see if "Roll on, thou dark and deep blue ocean, roll," and an "Ode to a sky lark," are beyond his comprehension. Take up in your grammar grades the lives of the classic writers. They are full of human interest. Why not? Is it possible that the lives of bugs and insects are of greater interest to our boys and girls than the environment of those who have given to the world the enduring monument of literature? The last words of Goethe, "More light," the mystery surrounding the thunderous words of Ossian, the pitiful death of the literary forger Chatterton, the tipsy imaginations

of Burns, the sensitive death of Green, the quiet and melancholy life of Wordsworth, the erratic career of Poe, the sweet and gentle existence of Longfellow, and the historical and social environment of our great American authors are lessons that once learned are never forgotten.

While text books are apt to limit the senses those who study the mind know that there is no fixed limit, and a professional reader can read a page at a glance. Every journalist knows that the exchange editor reads an entire page in less than three minutes. The expert mineralogist reads ore at sight, while we are required to study and compare and then guess whether it be gold, iron, copper or silver. I could multiply examples. It is sufficient to say that upon this line depends the development of the intellect of the child.

The work is primary, and is not complete, but it is such as to awaken the child. Less than twenty-five per cent. of the school children reach the grammar grades, a larger per cent, of high school and university graduates continue their studies after graduating. Why? Because they have been awakened.

The California teacher should turn from the text-books of literature to nature for object lessons in word-building and the imagination of the pupil cultured to the full extent of its powers. We need the color of the West in the public schools. It must come up, and through the school-room.

What stranger has ever seen or comprehended the color of California? Writers of other lands come to us with colorless words and the colorless ways of other lands. They are dazed, like the
 4 that suddenly face the sun, and
 see nothing of us, and they know
 ng of us till they have lived and be-

come acquainted with the light and color of California. Oh, these wise looking and wide eyed owls, that fly here, flutter there, blind! blind! blind! Blind to the tawny hue of our hills of gold, our hills of gold that lie like huge mountains with noses on their paws, and their heads pushed into the sea. Blind to the bosom of our mother earth; that that restful, soulful old gold color which all other colors melt. V stranger, I ask, has ever seen or fiftly scribed one foot of California color? dash of sunset. Yes, borrowed from Ruskin and other books on Italy. fifteen hundred years England has looked to Rome and written of Italian sunsets until it has become second nature, and is well done. But the color of a California sunset has never yet been seen by any wide eyed owl. We must grow with this color, and become a part of it.

Joaquin Miller in his new song of California says: "The keen, quick light of the morning, the burst of color at midday, the soft and changeable hues melt into the tawny glory of the light, and the heavy old gold curtains of night are let down out of heaven hung on the new moon's horn. (gold, gold, fine gold, flung down on the heaven, tangled in the stars, and taken from the white moon's horn."

Who has seen so much even as our orange trees? The green and gold and green, with silver shine shot between—a riot and revelry of color. The hills and mesas are unconquered. Hold out loving hands to those who breathe the atmosphere and live in the color of those brown hills.

Horace said: "The Greeks had given the Greeks spoke with well rounded throats. The Roman youth was taught to divide the AS into a hundred parts. The slow dripping rain of time will

away the fame of the Greeks. It is written on iron or stone."

Here we are under the same climatic influences and color that gave to the 19th century its classics, and the same desert sands that warmed the sandaled feet to the back from the request of the future for immediate concern. Literature is the basis of English. The pupils of grammar grades are ready for literary and university graduates may learn technical grammar, if they wish. It is unnecessary. Let us go forth with a strong faith in the new faiths. Ignorance has not been conquered. We educate the child *free* in the public schools, *free* in the university, and what of it? Think of the inadequate results; you will find that men and women are weak in every department, because they are not strong in English. 1st—Give the child a mental appetite; 2nd—cultivate to the fullness of its power the imagination, and last, above and over all, augment what the child is.

A LIGHTED TORCH.

By J. M. GREENWOOD.

One is surprised to pick up a book titled "The Destiny of Man," or "An Essay on Projects," or a treatise on "Tropods," or "Ixodes Bovis;" or, in a thousand and one other interesting and instructive topics, yet I must confess to a tinge of sadness as well as disappointment when I read, in a recent mental school publication, that two of the most noted educators of the Carolinian Islands had written learned and voluminous essays on the philosophy of teaching the "multiplication table," and an explanatory note by the editor prefaces these essays with the gratifying inference to the "students of things" in the foresaid islands, that the same high

authorities would contribute an article each in the next number on "How the Pig Ate the Cabbage."

Of course the bare announcement of such momentous topics is enough to set one to thinking and piling thoughts on top of thoughts. These thoughts kept on getting higher and still higher, till finally I plunged from the topmost one downward to solid and legitimate dirt, and then asked myself this question: "Why should any fuss be kicked up over learning the multiplication table?"

Can any man, woman, child, orhippus, mihippus, or proto-hippus—our evolutionary connecting links—give a valid reason that it should be regarded as a tremendous task for the rising and future generations to learn this table? Whether heredity be true, partly true, or false, I am of the opinion that it will be no harder for the children of this generation and of coming generations to learn the multiplication table than it was for those of the last generation, and if tendencies are transmitted to offsprings it ought to be easier.

Not long since the writer had the pleasure of submitting the following questions to 279 ladies and gentlemen of rare intelligence:

1. Those who do not remember when or how they learned the multiplication table?
 2. Those who remember when they learned, but learned it easily?
 3. Those who found it difficult, or very difficult, to learn?
 4. Those who do not know it?
- To the first question 122 answered.
To the second question 112 answered.
To the third question 45 answered.
To the fourth question none.

From the foregoing it shows that nearly 44 per cent learned it so easily that the very effort left no impression on

the mind; 40 per cent learned it so easily that they barely remembered it, while 16 per cent really experienced much difficulty in mastering it.

Our friends from the Caroline Islands, and all their coadjutors, are wasting their breath on the 16 and letting the 84 go "at the pace that kills."

The man at my elbow from New South Wales whispers and nudges me not to be too severe on the "multiplication table philosophers." Yes, I agree with him; but I do not want them to be so hard on the "innocents." Its against a mental death at an early age that I object. Am I right? I abide the consequences. I kick against premature death just as hard, as long, and as determinedly as I would against letting persons, who expect to be teachers sometime, practice on children in the "model school annex of a Normal school." "Fun alive to the boys, but death to the frogs!"

If "multiplication table philosophers" must practice, let them loose on old, hard-headed school-teachers. Their nostrums cannot hurt us. And let us furthermore hope that the doctrines so lately disseminated in the Caroline Islands will not spread to this continent. If there is danger from this contagion, let us invoke the aid of our Secretary of State, Mr. Blaine, to establish, through the chief executive of this nation, a quarantine at all our Pacific seaports. Unless some stringent measures be adopted, its ravages will even be greater, should it once get a foothold here, than that most malignant type of arithmetical knowledge without sense, called the "Grube Method."

Would that some Pasteur or Snow would rise up in educational circles and tell the honest, thinking teachers how to vaccinate against these worse than "Egyptian plagues!"

In looking over three recent English arithmetics, I find no addition, subtraction, or division table, and only one has the multiplication table, and the only much-to-do statement about it is: "The following table ought to be learned correctly."

So far as my experience extends, English boys and girls, fresh from the schools of London, Manchester, and Liverpool, have no trouble in keeping up with their classes in our schools, although they had learned their arithmetic from books without tables. And as a further confirmation of this statement, the great mathematicians of Cambridge, Oxford, University College, Trinity College, Dublin, and other noted institutions, learned their arithmetic from books that laid no great stress on this table. But if it is urged that those who have only a very small group of number-cells in their brains, do not fall under the same category with eminent mathematicians, who are arithmetical geniuses and defy all ordinary rules, and cannot be limited or restricted by them, then it may very truthfully be affirmed that our daily experience disproves the assertion.

As a matter of fact, it makes little difference how a person learns the multiplication table, provided it is learned. It becomes in a short time a matter of automatic memory. There are persons a few no doubt, like Prof. George Combe who never can learn the table. Probably such cases will not average one in a million. But these are exceedingly rare. Their inability is due to defective brain power in this particular direction, and no regular plan of procedure will apply to such cases.

If more attention were given to this one point, namely, that the only way to learn anything is to buckle down to it in real earnest and learn it, and much le

it in having boys and girls bet study is a sort of mild play, later mental and moral progress can be apparent in all grades of

There is a wide difference between playing at studies and real study.—
School Journal.

DEBATE OR INVESTIGATE?

not to contradict and confute, believe and take for granted, nor talk and discourse, but to weigh and consider." Here is a problem to be put a resolution to be debated, and attempt partly, though impossible, to answer the question—"Is it better for school societies to debate or to investigate any subject?" That is, from all greater benefit be derived, by all more truth be made clear.

One is familiar with the aims and means of organizing and conducting school societies; but as part of our answer to the question we give an outline of one here. There are the usual constitution and by-laws, officers and members, set times for meeting and minutes. Attending with varying irregularity are the teacher, some or all of the pupils, perhaps the young folk of the neighborhood no longer at school, and the old folk. Every one is in some degree in the proceed-

the night of the debate. It has been advertised; and to increase excitement and draw an audience, the resolutions have been worded so as to rouse interest. The whole neighborhood, parents to encourage children, friends to cheer for friends, enemies, if any such, to groan for enemies. Affirmatives and Negatives are at hand, bound to uphold their resolves against all assaults of fact

They must *prove* their asser-

tion or denial to be true whether it is so or not. With or without the approval of conscience, they must gather evidence on only one side, from all sources and in all ways, present it in the most favorable light—though not always the honest or honorable—and *win* at all hazards. Members of course take sides and support either their closest friends or their dearest prejudices. The debater is before his little world, trembling lest he forget a fact or fail to draw an inference, fearful that his opponent may outwit him or outreason him or bring forward stronger proof than his. No wonder if excitement masters him, acrimony replaces argument, would-be sarcasm becomes mere personal abuse, and a feeling of enmity, perhaps extending to many friends of each champion, is engendered or embittered.

Usually pupils enter a debate with little or no knowledge of the subject and often with vague prejudices. Means of information are seldom first-class. Many times the ideas and opinions of parents or friends as illy informed as the children, take the place of reliable references. Any one who discovers a "telling" fact or receives a sharp hint from an older head, carefully conceals it till the time of debate. He wishes the honor of springing it upon his opponent—and the audience.

Childish debaters (possibly some elder ones) wish to hear nothing unfavorable to themselves or favorable to their opponents. They feel in duty bound to "contradict and confute" all such. Truth or no truth, fact or no fact, justice or no justice, they must win. Perhaps this is the worst feature and effect of debate—that it puts the child at variance with truth, leads him to distort or discolor it, impels him to struggle against it and to strive to drag it from its rightful position and place it nearer to the position of his

choice, drives him to substitute appearance for reality and personal desire for what actually is, and leaves him antagonistic to the "eternal fitness of things."

Follow the history of a boy thoroughly drilled in an ordinary school debating society. He must be an ordinary boy, with only average sense of right and justice, average kindness, depth, strength and purity of character, only average information, insight and judgment. As a boy he will of course take sides on all debates and train himself to see, study, think and act on, and to believe, only one side of every thing. "As the twig is bent so the tree's inclined." In later life why should he not be extremely partisan and intensely sectarian? Such a man sees less than half of life; for he not only resolutely shuts one eye upon the world, but also stubbornly refuses to turn his face from viewing his one little landscape of stunted ideas and opinions. That is his world; and to the empty air he will maintain it so till the gold miner Science shall have washed the ground from under his feet and buried him in the debris of forgetfulness.

Having listened attentively to the efforts of the debating society, we now attempt to illustrate a meeting of the investigating society. A subject, chosen for interest and usefulness, has been stated before the society so that the fewest possible prejudices have been stirred. Those hinderers of truth-seeking are to be excluded if it is in our power. All references and means of information are listed and arranged, in order that each may enjoy their advantages. Leaders, appointed for the time, give as well as they can summarized views of the two or more principal divisions of the subject. Each, special topics and subdivisions. Every one gathers *all* facts relevant to his topic—whether they favor

any theory or not. No one must side or pre-judge the matter, but must wait till all have been heard. Everything learned has been deposited in a common fund of information. Each member, while studying his own part, must pass by or disregard anything not useful in a thorough understanding of the whole matter; and each item of evidence must be given due weight and full credence till fairly tested. Each member receives credit for what he brings—not on *one* side of anything, but on as many sides as he can find. It is well understood that the object is to reach the plain, simple truth, and to prove or disprove any assertion, to establish or destroy any theory or belief. Here, then, is no inducement to disregard, conceal, gloss over or misrepresent, nothing gained (lost?) by making appearances, ideas or expressions "clean from the purpose of things themselves." One's gain is another's loss, for every thing is counted for the "common good of all."

If the inquiry is complete at one thing, let it continue—the aim is thorough and exact. After all has been submitted, sifted and tested, rejected or approved, we draw to a conclusion. According to the nature of the subject discussed, we may say that we have reached the probable truth, that we have made some progress toward it or have fairly begun. But where a chance of doubt remains, we make no final decision, for no person or assemblage can know all about any great fact. To the child confidence and at the same time curb conceit and cultivate modest tolerance, it is well to have him enter into a few subjects that may be definitively settled, into some that still admit of doubt and into many that baffle and confuse the best efforts. Thus he will be pre-

problems. Sometimes let him slip against the inexorable laws of nature. It may bruise his pride, but it will open his eyes. Let him learn the potency of his will to contend with elemental forces; let him *know* that he can only use, never alter, the powers of nature. Sacrifice no fact to theory. Facts lead to theories; theories lead to facts; the two mutually react, forming fragments and fractions of the eternal truth. That should be the purpose of discussion and investigation. We seek the appearance, not the semblance; the real, the genuine.

It may seem commonplace, a commonplace sort of moralizing. But do pupils comprehend it? Do you teach it? Be on the alert for it in every debate.

Plans of debating societies as set forth in preambles and constitutions are admirable. But look deeper. What is the boy's object in a debate? To establish himself in the right, to win. To be forgotten, or at best is only secondarily.

Reason, justice, kindness, politeness, even common courtesy—all the life agreeable, are put aside or misused to further one selfish purpose. Debate is but the mental survival of the fittest. In Feudal times a knight maintained his opinion by might and the strength of his right arm; now he upholds it by force and aptness of wit. One is a little less rude than the other. Each seeks exact justice, for both at once subordinate it to the interest or desire of a party, a faction, a person.

A debater learns—for he studies his subject to win. But does he gain the broadest knowledge that he can? In his eager, partisan search he looks under foot, thrusts aside or discounts all facts not colored to his wish, uses them only to conceal from his opponent or to gloss over and disguise

their real meaning. Bent upon presenting only one face, or phase of a subject, he does all in his power to dim or shut out every light that might illumine any other face. It is as if one should huddle in a room with one high, north-facing window instead of walking in the free sunlight of open day. What aim has the investigator? He has no opponent to overcome, no audience to amuse, nothing to prove or disprove, no theory to establish, no belief to confirm, no debate to win. He may see without prejudice, reason without contention, joke without sarcasm and feel without bitterness. With all his power working in harmony he may strive to come at the truth.

Which way will give the world better citizens; which nobler men, reasonable, modest, true; which bring us nearer to reality, to an acquaintance with what *is*? It is this constant fear of facing truth, of acknowledging wrong and righting it; this dread of being thought wrong, this keeping up appearance, this struggle against the inevitable, that links the world to ignorance and savagery. If a limb is broken, do we hide it from the surgeon? Can we make the limb whole by denying the hurt? Can we make it entire by denying a part? No. Let us strive to train patriots, not partisans; investigators, not petty foggers, open, brave men, not tricky, cowardly ones; and let us aim to give pupils broad minds, not narrow; kindly ones rather than keen, generous, not selfish; sturdy acknowledgment of wrong, not surly, petulant defense of it.

A short story may serve to illustrate the difference between debate and investigation. The rival masons, Affirmative and Negative, were once employed to build a beautiful monument called a Just Conclusion; and not being altogether friendly, agreed that each should build

one side, or half. In this way they hoped to avoid quarrel, and each hoped to contrast the excellence of his work with the poorness of his rival's. The materials, supplied by Mr. Truth, the designer, consisted of well polished stones called facts and of a mortar carefully compounded of comparison and analogy.

Now each had undertaken the work not so much to render the monument complete and beautiful as to exhibit his own peculiar skill, and to gain fame and profitable employment at the expense of his rival. Neither agreed with Mr. Truth as to ideas of beauty; and, therefore, both resolved to be bound by his directions and specifications only when compelled. The facts supplied by Mr. Truth were indestructible and unchangeable; so that when either builder (as often happened) found them not suited to *his* designs, he either changed their appearance by the use of plaster or clay, or substituted some of his own make. The mortar also, requiring very skillful mixing and laying, was replaced by other mortar more easily worked.

Both builders being only temporarily in the service of Mr. Truth, and having other affairs to them more important, either would frequently be called away. At such times the one left at work took occasion slyly to conceal a stone belonging to the other or to displace one newly laid or to plaster over some spot that seemed particularly to catch the eye. Of course where each used plaster so freely on his own work, it was difficult or impossible to determine where it had been placed by others. Besides, use what skill they would, it could not be made to adhere permanently, but cracking and making off in spots, laid bare the real facts beneath.

After a few days there began mutual questionings and accusations. On the

sides where their work came to the masonry would not join smoothly. Here was a gap, there a projecting element. By this the quarrel grew open fight; trowels became weapons of offense, facts were hurled blindly, and every thing was in confusion.

In the midst of the fray, Mr. Truth, as had been agreed to accept the work complete from their hands, found it only half done, and that with many imperfect stones inserted and there, with queer ornaments, fragments of plaster marring his design and with his facts and reasons mixed confusedly on the ground. Being a very stern man (though eminently fair) he instantly discharged both workers and prepared to have the work carried out by others. Sending to Invest & Son, constantly in his service, he requested them immediately to take down and rebuilding the monument. They brought a full kit of tools, called scientific methods, by the use of which they easily removed all plaster and rapidly dis-embedded the stones. Working harmoniously under the guidance and direction of Mr. Truth, they also worked quickly and accurately that within a short time the monument was complete. The mortar, mixed in just proportions, was found to hold together and Mr. Truth with his own hands gave the last polish to the work.

It remains to this day as perfect when completed, an ornament to the city and a source of pleasure to the people.

PROLETAR

The most extensive salt mine in the world is near Cracow, Austro-Hungary. It has been worked continually for many years, turning out vast quantities of salt annually.

THREE-GRADE PROGRAM.

Program of Grammar Department
 of the Eighth, Ninth and
 Tenth Grades:

	MINUTES.
Exercises	5
Arithmetic { Eighth	15
{ Ninth	15
{ Tenth	15
{ Eighth	10
{ Ninth	15
{ Tenth	15
Spelling, All	10
Recess	
Math { Eighth	15
{ Ninth	15
{ Tenth	15
Physical { Eighth	15
Intermission	1 hour
Geog. { Mon. Book-keeping { Tues.	15
{ Wed. Business Forms { Thurs.	10
Arith. { Eighth	10
{ Ninth, Entomology, Thursday	10
{ Tenth	10
Spelling, Eighth	10
Gymnastics	5
{ Eighth	15
{ Ninth and Tenth combined	20
Recess	
Math { Eighth and { Tues.	15
{ Ninth	15
{ (combined) { Thurs.	15
{ Tenth	15
Word Analysis	15
{ Tuesday	15
{ Thursday	15
Writing { Monday	15
{ Wednesday	15

FRIDAY AFTERNOON.

Civil Government.
 Composition.
 Authors, etc.

Program made to meet the demands of a Board of
 Education that requires so much work done in a certain
 time. The program was carried out with fair results.
 "M. B."

THE DISREPUTABLE FEATURES
OF NEWSPAPERS.

There is at present a large number of
 newspapers, real news gatherers too, live,
 vigorous and energetic, that also engage
 in disreputable enterprises as well,
 with as much zeal as they display in
 collection and preparation of accounts
 of the world's daily events. Every scandal
 is aired in their columns, divorce
 cases are paraded at length. A leading
 newspaper in a neighboring city re-
 cently issued an extra, giving a dozen
 columns of nastiness developed in a fa-

mous divorce case in that city, and then
 praised itself mightily upon its enter-
 prise. Only one paper in San Francisco
 finds space in its columns for an account
 of the work doing in that city in univer-
 sity extension; but several will devote a
 whole page to a description of a prize
 fight. Indeed, the management of the
 average daily would seem to indicate that
 it is almost a condition of news that
 there be wrong or injury done.

An enterprising San Francisco daily
 has lately been indulging in a species of
 voting for the handsomest woman
 teacher in the state; another holds peri-
 odic lottery drawings, and many papers
 in various localities engage in similar
 schemes. These are generally the sensa-
 tional, unclean, reckless class, unfit to
 be taken into a home.

Such papers utterly fail to comprehend
 that the highest functions of a news-
 paper is the collection and dissemination
 of information upon current events,
 principally, and an endeavor to make
 people, if not better, at least no worse.

A discouraging feature of the subject
 is that the highly sensational papers ap-
 pear to have the most liberal patronage,
 and to be the most prosperous financi-
 ally.

In commendable contradistinction in
 sentiment, several of the leading New
 England dailies issued Whittier num-
 bers on the 17th of December, in honor
 of the beloved old poet's 84th birthday,
 which occurred on that date; and one of
 Philadelphia's dailies of largest circula-
 tion makes a point of publishing with
 some elaboration and at frequent inter-
 vals accounts of the plans, work and
 prospects of university extension.

LIVERMORE, Cal.

W.

The qualities we most admire in others
 are those in which we are secretly con-
 scious of being ourselves defective.

TEACHERS AND THE TAUGHT.

BY DR. A. W. PLUMMER.

(Continued.)

Haste—confusing, 19th century haste—is one of the most natural, and most serious evils in our schools. “Cramming for ordeals” is the highest inspiration of many a pupil. And the popular favor secured to teachers by flattery and high ranking is a powerful incentive to follow in the beaten paths of the hosts who believe education is a matter of “figures in a book.”

School officers and parents do not always see the difference between a teacher who does honest work, looks after the character of the pupils, and disciplines so as to develop and strengthen good character, and the teacher who, on the other hand, promotes surface pupils in the name of policy, and smooths over all irregularities of conduct out of deference to popularity.

The teacher's continual endeavor should be to make the most of the material placed under his care, and to cultivate the courage that will stand up for true convictions. We may flatter ourselves upon the showing of music, declamations, and copied theses “on exhibition days” instead of tests in Arithmetic, Geometry, History, Physics, etc.; that we are turning out a bright and scholarly set of young men and women, who, in reality, do not comprehend the simplest rudiments of life and to whom the beauties, wonders and lessons of life presented by nature around them are a blank. The teacher that ranks pupils excessively high and promotes on low rank, though she may please pupils and parents and gain favor before the school board and the patrons, does an unprofessional and, I was about to say, an unpardonable act. High ranking or high es-

timates of power to do is ruin. Pupils get into high grades, ignore things that primary pupils should learn. Ten per cent rank for a 50 per cent and a slip into a higher grade on a 50 per cent standing is too nearly in harmony with the practices often found in vogue from boyhood to manhood, doing as little getting as much as possible. Pupils advance when they get twice as high rank as they deserve, and they take advantage of that knowledge. It favors poor discipline. Real success is measured by expressions made and characters formed. The stability of the future, the influence that parents will manifest in education depends largely upon the instruction to-day.

Pupils may have their intellect injured by having inappropriate subjects taught or, if appropriate, presented in normal quantities or unnatural quantities. The mental food should be adapted to the child and given in proper quantity and at proper times. A vast improvement has been made in our lower work during recent years in the line of developing thought. The live teacher has made the observation lesson a power in developing mental capacity and strength. It is one of the lines of instruction that permits a pupil to *know* something, not merely to *believe*. Our pupils' beliefs as well as our own are too much based upon beliefs instead of convictions. We know what we know; we believe what others may know and tell. In the classroom the pupil should know that a thing is what it is because it is, not because some one says so. The teacher must discipline self before she can think of inducing a success in disciplining others. She must be calm and impassive; she must be able to give close application to study and thought and to resist temptations that detract from business; a

with her school while a friend married or a circus parades the

With the right character in the and with a well organized and lically working school the best discipline prevails.

teacher who coddles her pupils and e who controls by "don't let me ou"—and watching means this—is disciplining. The teacher should that the only sound discipline, which will stand a boy or girl h life, is to do right because it is and the doing of the other is al- lowed with a penalty, it may not h the strap, it is a loss of power erhaps character.

y teachers talk too much about

less and execute more. The tone and health of the school re- hat the teacher should be neat and id demand the same of her pupils. er nails in mourning, hair un- d, clothes unkempt, teeth un- d or diseased are by no means ad- e on the part of pupils or teach- True teachers have an interest in pupils welfare and extend their d attention to the pupils on the ound, on the streets while they sing to and from school.

influence of the yard and street most careful watching. The part of the damage to mortals is it times of relaxation and many are done at such times, that bear y upon the thought and minds of ills in such a manner as to retard tual progress.

ar language, vulgar and profane s and amusements have been the food of some of these. One or d boys or girls unchecked, may early the whole school. Here is the lines of observation, not pleas-

ant but essential, that the teacher should follow most carefully. Nature protects her works from injurious influences, so boys should be kept from injurious companions and books. If it be wrong to use tobacco and stimulants and narcotics, it is right that the injurious effects of the same be taught to pupils.

I sometimes feel that study periods in which teachers may assist the pupils of a class in getting their lessons are injurious. The assistance is weakening to the minds of the pupils or at least it deprives them of that strength that comes by self help. Pupils must think. The teachers success lies largely in getting the pupils to help themselves. The teacher should know that she oftentimes helps most when she does the least. The pupil who learns to help himself will succeed in life; the one who depends upon his teacher will probably do the work for the self-helping pupil in their business life. The one is strong the other weak. The one depends upon his own resources; the other, upon some one else.

"Learning is mainly self tuition and teaching, the superintendence of the process." It is unkind to do for the pupil what he can do for himself.

Do we as teachers teach enough of the *why*? Do we not linger too long with the *how* unaccompanied with the key word that unlocks the door to future knowledge or investigation? That key, that knotty word *why* is too often shunned as an unfriendly and troublesome companion. Reform is needed in this line. There should be a *why* for every *how*.

A teacher should have and cultivate the ability to lead pupils to become good observers, attentive listeners, and expert critics. Class examinations of work on the board or written tests not only save much valuable time but make the

pupils feel a care and more interest in the work; make the school a business in which the pupils are the chief actors.

The teacher should possess much skill and wisdom in the art of questioning. Questions may be asked that draw out but little real thought from the pupil, may imply in themselves the answer, or they may be such as can be answered only by the exercise of thought on the part of the pupil. Text-book questions and answers are, in the main, things of the past. They make good memory lessons but not good thought developers. Change the form of questions on the same topic and how often one will be surprised to find that a pupil does not really comprehend what he is talking about. Once a high school class that had studied physiology, was asked if the pulp cavity is removed with an extracted tooth. The general impression was that the pulp cavity remained behind, some where in the socket. It is not difficult to find the same degree of profound ignorance with regard to History, Grammar, Arithmetic, and Geography among pupils that rank high and that are considered as good scholars. How often, to our discomfort, do our pupils surprise us. We may think our pupils understand the metric system when they can give the metric units, their values, and their prefixes but give them the meter and ask them to find the value of the unit of weight, and they may know nothing about it. Their comprehension of the metric system is very meagre.

Is it any wonder that many of our pupils do not succeed in mathematics? the why, or the philosophy out of mathematics and only a skeleton as dry bones is left.

To be continued.

BENJAMIN FRANKLIN.

BIOGRAPHICAL SKETCH.

Benjamin Franklin, the philosopher, the moralist, the statesman, was the son of a soap and candle-maker of Boston, where he was born in 1706.

His father kept little Ben at school as long as possible, but having a family of sixteen children to support, it was soon found necessary to put Ben to work in the soap-shop. After being first in his class and the admiration and envy of the whole school, Ben found himself in a greasy apron, twisting cotton wicks, bending over caldrons of rancid tallow, and moulding candles.

He continued in this work until his twelfth year. His mind was too bright to continue in that little shop. He was destined to diffuse a light beyond that of tallow candles. He studied secretly and alone. At odd moments he gleaned from some friendly mechanics the knowledge that enabled him afterward to make for himself suitable apparatus for his philosophical experiments.

But now, in his twelfth year, a change has come; his father decides to make him a printer, and accordingly Ben is bound over to his brother James as an apprentice for nine long years. He received no wages until the last twelve months of this time. Nine years of oppression they were to the lad, but who can determine the good which was to flow from this bondage? Here was bred in him that resistence to British rule which helped the American colonies to gain their liberty.

After leaving his brother's employ Franklin went to New York, but finding no work there went to Philadelphia. Here the Governor was seemingly very kind, and promised that he would furn-

lin the money for a voyage to and to purchase there a print-

The young man was jubilant set out immediately to take Miss Deborah Read whom he vitalized in the following:

In the stream the ship she lies,
Topsails loosened from above,
Ben to Debby fondly flies
And bid farewell to his true love."

Insert, by way of parenthesis, did not remain his 'true love,'"

Franklin was destined not to go on with the rich man's ducats, Governor turned out to be a black and sent his regrets to Franklin. With was not to be discouraged, and set sail for London where great fortune awaited him. He was a swimming master, but this did him more water than bread, so he fled for America.

In Philadelphia, he married the Miss Read who, in his absence, had a wife and then a widow.

At he started the now famous Company of Philadelphia. In 1742 Richard's Almanac was published.

The eminent Chas. Fox said "Almanac, alone, was enough to vilify Franklin. So, little by little, him mounting the ladder of proscribed fame, by his own exertions, making his own medicine, for as Richard says, "Keep thy shop and people will keep thee," or "If you have your business done, go; or if not, stay," or

"that by the plow would thrive
Who himself must either hold or drive,"

"The eye of the Master will do more than both his hands," or "If you have a servant and one that you love yourself."

He sprang from the people he

knew the wants of the people. He sympathized with them in their sorrows, and ever attempted to ameliorate their condition. In writing to one of his friends he said, "Since we can get no more wood for the poor, we must try from that wood to get more warmth for them." He was as good as his word. He invented the Franklin stove wherein one cord gave as much heat as two did formerly. Seeing the damage done by that destructive agent, fire, he set himself to arouse the people to some action. Said he in his newspaper, "The houses burnt every year as compared with all the houses in the city are but few, and were all the housekeepers, in the city, joined for mutual security, to pay a certain sum and were that sum put to interest it would not only cover all the losses by fire, but would actually bring in every year, clear profit on his money to each subscriber." The result was the Mutual Insurance Co. Gradually fire companies sprang up doing much for life and property.

He turned his attention to electricity. He thought lightning was electricity and wished to prove it. Taking a boys kite made of silk he attached to it a slender iron point, at the lower end of the string he fastened a key and during a thunderstorm raised his kite. He noted with joy that the lightning greeted his iron point and in a like manner descended to the key. He repeated the experiment and was successful each time.

He often afterwards amused his friends with his Electrical Star, Dancing Dogs, Magic Kiss and Magic Pistol. One evening before a large party he took up a pistol which he had charged with inflammable air and presented it to the belle of the evening with the injunction to turn it towards any gentleman with whom she was angry, at the same time

assuring her that no powder was in the pistol. She did as she was directed. The Doctor drew a charged rod near the pistol; the electric spark flew in and off went the toy to the terror of the whole company.

The invention of the lightning rod that great life-preserver, made him famous.

He was in time, appointed Post-master General. Under his care the Post-office began to thrive and to yield a fine income to the British Crown.

The British had long regarded their American brethren as "hewers of wood and drawers of water," and they began the system that brought forth the cry, "Taxation without representation is tyranny."

For his ardent defense of liberty Franklin was summoned before the British Parliament to answer certain questions; accordingly he went to London where the whole population were curious to see this wonderful man who had so much genius, this great man who had talked so forcibly against British measures. At length the hour arrived. All in expectancy. They stand on tip-toe and strain their sight to see him. But look, no ribbons, no silks, no jewels, such as were worn in those days, distinguished the man; only simple "homespun and shoe-strings!" Nothing here but an unassuming gentleman whose face—one of majesty and charming sweetness—tells only of wisdom and philanthropy.

Before Parliament he answered about three hundred questions in the most skillful manner. Charles Fox said, on this occasion, that the examiners were "Dwarfs, sir, mere dwarfs in the hands of a giant." Edmund Burke referring to Franklin before the same ministers said, "A master examined by a parcel of school-boys."

It is said that the repeal of the Act was due greatly to his efforts. We all know that England did not come here, and soon there were whispers of Independence in the Colonies. Franklin threw the whole force of his talents into the scheme for Independence. "Freedom," said he, "to choose cheap, reasonable government for ourselves, freedom to live in friendship with all nations, and freedom to trade with all."

Independence was declared and Franklin was sent to France to seek help. When he first heard that he was to go to France he said, "Why, sir, I am like an old broom, worn down and a stump in my country's service—nearly seventy years old—but such as I am, I must, I suppose, have the last word to say. When at Paris he had some scruples about appearing in Court in France. The King assured him he might appear as he pleased so Franklin wore simple Quaker homespun and buckramed stockings. But if his dress did not add brilliancy to the Court his mind and his years afterward was mentioned with affection and respect.

In 1787 the Republic again called for a man of eighty-two years, to be its first Vice-President. The Constitution was to be adopted and he was elected member of the Convention. He suggested to the Convention that they open their meetings with prayer. "For," said he, "the more we live the more convincing proofs I see that God governs in the affairs of men and the more amiable spirit took root.

Many stormy debates rose before the House and a final result was decided. Wishing to illustrate to the Convention the necessity of compromise he said, "A carpenter who wishes to make a joint will plane a little from each edge. The committee acting on the

gave up a little, one to the
d the result was the Constitu-
endures to the present day.
horred slavery—perhaps those
d years of apprenticeship had
he seed.

st work for humanity was to
stitution for the abolition of slav-
which he said that equal liberty
birthright of all men. He
mong the first of those who
r American Independence. He
to be ranked with Washington.
n direct benefits to the people
n greater than Washington, and
ve should honor him.

ote for himself his epitaph which
er used. It is consistent with
e life, and shows, too, his trust
eator of all:

"The Body of
benjamin Franklin, Printer,
ke the cover of an old Book,
its contents torn out,
ipped of its lettering and gilding,
lies here food for worms.
he work itself shall not be lost;
as he believed, appear once more
in a new
and more beautiful edition,
corrected and amended

By
THE AUTHOR."

"M. B."

Bible and the Public School.

BY REV. N. A. HASKELL.
(the First Unitarian Church, San Jose.)

things honest in the sight of all
12-17.

every one of us shall give account
unto God.—Rom. 14-12.

**THE BIBLE BE READ IN PUBLIC
SCHOOLS?**

tion of the Board of Trustees in
uing the reading of the Bible in
mal School has brought this

question prominently before the mind of
this community. It has been discussed
in the various pulpits of this city, Pro-
testant and Catholic. The Minister's
Union has seen fit to pass a resolution
severely condemning this action of the
Trustees, and has called for a mass meet-
ing of our citizens to protest against it.
Whether the ministers of this city and
their friends have acted wisely in precipi-
tating this discussion, which in some in-
stances has become quite heated, is open
to serious question. It has been diffi-
cult thus far in the world's history to
discuss questions that touch upon relig-
ion in a rational spirit. Differences in
religious thought and feeling tend to
arouse the baser passions of human na-
ture, and to bring inseparable barriers
between human hearts. Men have not
learned that religion is one the world
over, and that our differences in belief do
not touch the heart at all. It is wise,
therefore, if possible, to avoid religious
controversies.

My feelings are against the discussion
in which Protestants and Catholics are
arrayed one against the other. Since
it is forced upon this community it is fit-
ting that we as Unitarians should openly
define our position and rank ourselves in
support of those who, rising above all
prejudice stand for religion pure and un-
defiled. The foremost among those
who would force the reading of
the Protestant Bible and other devotional
exercises into the Normal School, and
public schools in general, announce to
this community that it is a struggle be-
tween morality and religion on the one
side, and infidelity and atheism on the
other. We hear their opponents denoun-
ced openly as infidels and atheists. We
have only to see who there are who take
an opposite view of this question to be
convinced of the falsity of such a charge

—to see that it is inspired by a bigoted prejudice that is out of place in this age of intelligence. We know that on this question of the Bible in the schools the Protestant clergy is itself divided—those who do not think it wise to force it upon those who object, are as much interested in the moral and religious well-being of the community as are those who so boldly denounce them. In this city the Baptist, the Congregational and Unitarian churches have through their ministers, openly declared themselves opposed to forcing the Bible into the public schools in opposition to the wishes of the Catholics and of others protesting conscientiously against it. No one surely would think of classing the pastors of the Baptist and Congregational churches in the rank of infidels and atheists, or as in any way in sympathy with them. As for the Unitarians the charge against them has always been that they stake too much upon morality. In former days when theological controversies ran high we were often denounced as infidels and atheists. I think, however, that there are very few intelligent Christians who so regard us to-day. The other churches are actually coming into fellowship with us in thought and faith if not openly. As for the Catholic church, from whence comes much of the opposition to the reading of the Protestant Bible in the public schools, no Protestant, however strong his prejudice, however blind his zeal, would think of charging it with infidelity and atheism. The Catholic church is at the very opposite extreme of what is known as infidelity, and no fair-minded Protestant would for a moment affirm that the Catholic church is opposed to morality, however much he may question its motives and its spirit.

We are in no position to discuss the

question until we are ready to credit those who differ with us, motives as honest and as sincere as our own. Protestant may honestly believe the reading of the Bible in school is essential to the moral culture of the pupil. Catholic and many others may hold it is out of place in a public school where parents holding various religious beliefs and faiths and of different nationalities send their children.

The Protestant may believe the discontinuance will result in moral deterioration—very well, but let us not go to reason in the following manner: "Since its disuse in the schools will result, as I believe, in moral deterioration therefore those who are opposed to its use in the schools are working for the moral corruption of our boys and girls." Such reasoning is in a vicious circle. We believe the Catholics are as honest and devoted to what they think will advance morality and religion, as are the Protestants. Let the question be decided upon its merits in mutual respect and candor. Let us look at both sides of the question and then act, not in accordance with our own individual feelings but in accordance with what is fair and just to all.

There are just two questions to be considered. 1st, Why the Bible should have a place in the public schools? 2nd, Why it should not have a place. The first reason advanced in support of the first proposition is that the Bible should be retained in public schools because our grandfathers put it there and are told that the reason given for the establishment of the public school in our towns in early days was "that children might be taught to read the Bible."

We know that our Puritan forefathers had no broad ideas of education. They had no public school like all things else had

to the law of Evolution. Our
s were persecuted at home and de-
the freedom to worship God in ac-
nce with their conviction. Coming
s country to find religious freedom
s but natural that they should make
thing subservient to their religion.

believed in the union of church
State. The ideal government they
pted to realize in this country was
ocracy. It was to be patterned
the Theocracy of the Jews. The
h was supported by a town tax,
all residents required to attend di-
service or give a reason for not do-
t. This union of church and State
maintained until about sixty years
the towns and cities of New Eng-

Our country has outgrown these
ideals. Its government has be-
n a republic. The church has been
ted from the State and made to
by itself, supported by voluntary
butions.

allow that the public school was
beginning under the direction of
church and subservient to it; but it
ontrary to the genius of this repub-
it it should long remain so. We
no national religion and therefore
tional church. Early in the history
country it was found necessary
educational institutions supported
e people should stand free from
interference.

ideal toward which this Republic
en moving from the day when it
to the world its first proclamation
total separation of church from
ate and from all State institutions.
deal of freedom in thought and in
ip has been from the first the in-
on of this Republic. Such free-
oes not ex'st: where the reading of
regarded by one class of citizens
authority in religious matters is

forced by them upon another class of cit-
izens who do not so regard it. It is a
violation of the spirit and the principles
of our republic.

The public schools where the children
of protestants and catholics, of Jews, and
of those of other religious faiths, are
gathered together is not the place for
protestant worship, even though it be of
the most general nature. We protest-
ants are not true to the principles of the
Government we have established unless
we recognize this fact and abide by it.
For what purpose are our churches and
Sunday-school established and main-
tained if not to provide for that religious
teaching which is out of place in the pub-
lic school?

Another reason for forcing the reading
of the Bible in the school vehemently
urged by its advocates is that it is essen-
tial to the moral character of the schools
and those who assemble there. This is
urged as the strongest argument. We
are told that the grossest immorality ex-
ists to-day in our schools, and between
the teachers and the members of our
Boards of Education. I do not question
the integrity of those who make these
statements but I do question the sources
of their information. Though not in-
tended as such, I believe this to be the
grossest slander against the fair name of
California, against the great army of
young women that go forth every morn-
ing to teach our children, and against
the men that are placed on the Boards of
Education as guardians of our schools.

It is quite probable that instances of
gross immorality may exist in the pro-
miscuous assembly of young people in
our schools; it is possible that such in-
stances have existed between teachers
and school boards, though I am unwill-
ing to believe it. But do not such things
exist in our churches? It is not seldom

that pastors of these churches have been found guilty of these same immoralities and exposed to the contempt of the world. Now it would be as just to bring the charge of gross immorality against the Christian church as it is to bring that charge against the public school.

Before high Heaven I believe there is more immorality in the Christian churches of our land than there is among those who represent the great teaching force of our schools. Intellectual and moral culture may sometimes become separated, but they are in affinity each with the other, and are usually found dwelling together.

The influence of our public schools tends, I believe, as strongly to the quickening of the moral nature, as of the intellectual. I must believe that there is not in our country a class of young women more self-respecting, more strongly centered in virtue than those who, graduating from our schools have entered the army of our teachers. Devoted to their work they are inspiring in the hearts of your children the same love of truth and virtue that has been from the first the inspiration of their lives.

Even if our schools and School Boards were so corrupted as represented, can an intelligent person believe, for a moment, that all this would be corrected by the enforced reading of a few verses of the protestant Bible each morning before the opening of the school? Nothing would tend more surely to bring that Bible into contempt than the injustice that would be aroused by its enforcement in the minds of those who claim the same right as the protestants to choose their own Bible. The Bible can have no moral influence over those who *do not welcome* it. These are the two principal arguments urged for keeping the Bible in the school. Let us hastily sum up

the argument of those who think that in the schools should not be enforced. The points of this argument have already been suggested.

It is urged that this is a free country. The first principle in its declaration of independence is, the right of every individual to life, liberty, and the pursuit of happiness.

Under this government every individual of religious faith, not in violation of the constitution, should find equal toleration, and no one should be allowed to persecute another, or claim superiority over another. Every individual and church can decide questions of authority in religion for itself alone, and is bound to respect the right of all others to the same.

The bearing of this upon the question of "the Bible in the Public School" is very evident. If all the citizens of this Republic accepted the Protestant Bible as an authority in religion, and wished it placed in the school, it would properly be there. If there are citizens of this Republic who are not protestants, who do not respect the protestant Bible, and do not wish it read to their children, they have rights, which not to respect would violate the most sacred principles of our Government. "The Jew has the right to demand the reading of the Bible and the Prophets," the Catholic has the same right to demand the reading of the Catholic Bible, as has the protestant the reading of the protestant Bible. Calzia justly says:

"It takes very little intelligence to understand that the Normal School is a public institution, namely, an institution erected for the benefit of all. It is not to be sectarian, and must be unsectarian, and consequently must be entirely free from all sectarian practices of worship.

Now everybody knows that the reading of the Protestant Bible is exclusively a part of religious worship, and one of the most essential among them. To introduce, therefore, the reading of the Bible into our Normal School is nothing more than to make it not an American but a Protestant institution. And with good reason will all non-Protestant citizens of the United States take offense at this action.

Catholics never dream of forcing the Catholic Bible upon our non-Catholic schools, and we, in all justice, claim the same right and privilege from them."

This is unanswerable. The withdrawal of the Bible from the school involves no right of the Protestants. It does not deny them the free use of their Bibles in all places and meetings where they are not obliged to attend. It only denies their right to force it upon others. They have their churches, Sunday schools, their houses, here they are free to teach what they like. Are they not willing to accord to others the freedom they ask for themselves?

Supposing the Catholics were to demand that their Bible be read in the place of the Protestant Bible, a howl of protest would go up from every corner of the country, and justly too. Shall we acquiesce with an injustice make us inured to it? This question cannot be answered upon the grounds of our own individual feeling. I see no reason why we should need object to the single reading of the Bible as practiced formerly at the Normal School and the chant of the "Our Father" and "Prayer." It has been very impressive to me when I have been present at such exercises, and I regret that the question has been raised. But the fact that there are many who object to it, leaves us nothing more to say in its defense. It is in itself a sufficient reason for taking our

Bibles under our arms and going home to read them in the quiet of our own rooms, and from the pulpits of our Protestant churches.

We may say there is no reason why the Catholics, the Jews, or any other person should object to the reading of our Bible. This is our opinion. We have no right to decide for others, the fact remains that there are many who do object and they have the same right to object to our Bible as have we to object to theirs.

The issue has been very fairly stated by the minister of the Baptist church. He says: "From the position the Bible occupies in the school and from all the facts which come to us from the history of the subject, all fair-minded people will, I think, agree it is thought in connection with its position in the public schools as a religious book. The Bible is a religious book all through, and always a religious book. I ask, then, by what authority or right do we seek to press the book of our religion into State schools? Those schools are common property, built by Protestant and Catholic, Jew and Gentile, Agnostic and Atheistic alike. I am told that by the right of numbers this should be done; that there is a majority of Protestant Christians in this land, hence we have the right to claim a place for the Bible.

But if there is anything dear to us in this country, it is that in matters of religion majorities do not count. It is said that the Bible is not a sectarian book. In the sense intended, that is true. But the Bible is the seat of religious authority for Protestant only. Catholics refer to the church and religionists to reason. So that it is the placing of the Protestant religion in a position of manifest advantage in a field belonging to all, alike. It is claimed that

this is a Christian nation. If so it is not by enactment or coercion. It is so because the people, who were pioneers in our country, were Christians, and pioneers always give cast to the State. But the cause of the coming of the early Christians to this country was this very desire to get rid of everything like religious oppression or disadvantage."

A certain minister announced his topic for his morning sermon, "Why we propose to stand by the Bible." The question at issue is not that of "standing by the Bible," but whether it should be forced into the public schools. No one interferes with the right of the Protestants to stand by their Bible as vigorously as they will, so long as they stand on territory that is rightfully theirs. They have their churches, their Sunday schools, and the community at large in which to proclaim their faith, but when they enter institutions supported by Catholic money and the money of non-Christians as well as their own, here they have no exclusive rights.

All the arguments of the advocates of the Bible in the school can be reduced to this one proposition—the right of a majority to coerce the religious faith of a minority.

We do not question the good intentions of our friends who are urging this matter, they honestly believe that the acceptance of the Protestant Bible is essential to the world's salvation, and that it is their duty to force it at all times and in all places. Let us take warning. It was precisely the same feeling that burned servants at the stake and John Rogers, that tortured the Quakers in Massachusetts, that persecuted unto death a hundred thousand other martyrs.

ever great our zeal in what seems good works, we *must* recognize the of every person to regulate his own

religious faith. Those who differ us in religious faith have the same to burn us, literally or metaphoric as have we to burn them.

There is but one of two course our government to follow. Either it adopt Protestantism or a National ion and use its power to support it, must accord equal protection to all f using its power for the advantage of The first would violate the most s principles of our Republic, then the only course it can follow consist and justly is to openly declare th who are taxed for the support of p schools have equal rights therein, a see that that principle is enf throughout the length and breadth of land.

NOTES, ETC.

Omaha will spend about \$500,000 school buildings in '92.

The Teacher's Fair, in Philade which was held in December was successful, over \$50,000 being rea

He who can at all times sac pleasure to duty approaches sublimi *Lavater*.

If a man empties his purse into head, no man can take it away him. An investment in knowledg ways pays the best interest.—*Frank*

"Who's whistling in the school-r asked the teacher. "Me," said Jo Jones; "didn't you know I could wh And then the band played and th commenced.—*The N. C. Teacher*.

How many who, after having ac fame and fortune, recall with regr time when—ascending the hill of the sun of their twentieth year— had nothing but courage, which virtue of the young, and hope, wh the treasure of the poor?—*H. Mung*

Normal Index Department

EDITED BY THE
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THE forty-first class has been graduated. Nineteen more teachers are ready to instill knowledge into minds of the rising generation. On May 29th the simplest graduating exercises ever held in this school were enjoyed by the many friends of the class. The usual singing, Prof. Childs addressed the graduates. The chief feature of the exercises was a reading by Dr. Jordan, entitled "Thou and John Brown." With his usual eloquence, Dr. Jordan has allowed us to hear the essay, and those who had the privilege of hearing it, will be glad to read what their more fortunate friends heard.

the mellow wedding-bells,
golden bells!
the world of happiness their harmony foretells!
in the balmy air of night
they ring out their delight!
in has one of our teachers surprised
resigning her position to enter the
normal school. Miss Bennett, who
August 1881 has been connected

with the Normal School, is no longer Miss Bennett but Mrs. Barnhart.

Miss Lora Scudamore, of the class of May, '87, has been elected to guard the interests of aspirants for algebraic and geometric honors. After graduation Miss Scudamore taught continually in this State until the fall of 1890, when she entered Michigan University.

Mrs. Hughes, who has been the teacher of History and Constitution since September, 1889, has resigned. The history is being ably taught by Miss Helen Sprague, of the class of June, '90, who is also Assistant Librarian.

Miss Bethel's leave of absence has been prolonged five months. In the meantime Miss Payne, a graduate of the Albany Normal College, and lately assistant principal of the Kingston School, N. Y., will fill her place.

AMONG the many pleasant features of Commencement Day, Jan. 29th, were the decorations of the various classrooms.

Entering Room M, the first thing that greeted our eyes was the teacher's table artistically decorated with smilax, in the center of which stood a beautiful basket of choice roses. The black-boards of Room R were a pleasing revelation of the artistic talent of the school. Room F also presented a pleasing appearance, the principal features of its decoration being the evergreens on the table and the floral initials of the teacher on the board.

But the nucleus of attraction was Miss Bennett's room. Her pupils had prepared a fitting farewell for their kind teacher. Evergreens hung gracefully over the artistic drawings on the board, and two exquisite floral baskets peeped from the mass of choice flowers in which her table was embedded. The decora-

tions were all completed before school began Thursday, and, when Miss Bennett entered the fairy-land of flowers, she was so moved that, at first, she could not speak. Later in the day the room was photographed so that Miss Bennett may always cherish pleasant remembrances of her last day as a teacher in the Normal.

ONE of the largest audiences ever assembled in the Normal Hall met there on the evening of February 10th, to hear Dr. De Guerville lecture on the World's Fair. He illustrated his lecture by views of many of the Paris Exposition buildings, some of the buildings intended to be erected at the Columbian Fair, and of California scenery. The lecture was very interesting and instructive.

Prof. Comstock of Stanford and Cornell Universities has given us a series of three lectures on Entomology. In the first, he spoke of insects in general, and gave a brief history of the canker-worm, with some of the methods of exterminating it. The second was devoted to the subject of Beneficial Insects, and the third to Common Fruit Pests. His lectures were well attended and fully appreciated by the orchardists of Santa Clara county.

The Leland Stanford Jr. University is doing untold good to the people of this county by these lectures from their different professors, and it is a great privilege to be present at them. Prof. Comstock is going to devote this whole week to lectures on Entomology, at Palo Alto, and all the people of the surrounding country are invited to be present. What an opportunity for the farmers and orchardists!

Prof. Comstock stands at the head in his line of work. At present, he divides his time between Cornell and Leland

Stanford Jr. Universities, it seems possible for either to spare him altogether. He was formerly United States Entomologist, and it was he who first brought to the careful study of the scale bug, of which him is due much of the valuable knowledge we now possess of that pest.

LITERARY.

RURAL GLIMPSES.

BY LAURA B. EVERETT.

A farmer sings as he plows away
And the world remembers his plaintive
Recalls how his gentle spirit grieves
That the needful stirring of earth and
Should frighten the field-mouse from
Or crush the daisy's modest head
From city streets the wind returns
To sing the plowman's song with Burke

One writes of London's squire and clerk
Merchant and parson of the kirk;
The company upon his page
Move slowly on their pilgrimage.
He paints them well, but better still
He paints the flowers upon the hill.
Tells how, at dawn, he goes to seek
The meadow blossoms frail and meek

And misty scrolls two scenes disclose
From Midas with his golden rose
On golden stem, we turn with scorn
To see poor Flora's daughter torn
From flowery fields she loved to roam
And forced to grander urban home.
While Plutus gains a lovely wife,
She sadly leaves her rural life.

Sabrina bathes in wayside pool,
And on the bank of streamlet cool
Quaint Walton, angling, fain would tell
All worried workers the way to reach
The full content of a blissful mind,
Leaving the troubles of men behind—
Leaving forever their stir and strife,
And courting nature in rural life.

That the world has garnered such simple
Holding them precious and priceless,
That we, apart by many a pace
From the country life of a simple race,
Hold true those words, long written down
"God made the country, man the town"
A land of cities holds in lore
The joys of life in the Out-of-Door.

THOREAU AND JOHN BROWN.

BY DR. DAVID S. JORDAN.

have a word to say about Thoreau, an episode in his life which brought character into bold relief, and which fairly earned for him a place in American history, as well as in our literature.

I do not wish to give any account of the life of Thoreau. In the preface to a volume called "Excursions" you will find a biographical sketch, written by the loving hand of Mr. Emerson, who knew him well.

Whether shall I enter into any justification of Thoreau's peculiar mode of life, or shall I describe the famous cabin in the pine woods by Walden Pond, already becoming the Mecca of the Order of Antiquarians, whose great prophet was Thoreau. His profession of land surveying was one naturally adopted by him, to him every forest and field was a book, each with its own individuality. His profession kept him in the fields and woods, with the sky over his head and the mould under his feet. It paid him the money for his daily wants, and he needed for no more.

He seldom went far away from Concord, and, in a half playful way, he used to view everything in the world from a Concord standpoint. All the grandest things grew there and all the rarest flowers and nearly all the phenomena of nature could be observed at Concord.

"Nothing can be hoped of you," he said, "if this bit of mould under your feet is not sweeter to you than any other bit of world—in any world."

Although one of the most acute of observers, Thoreau was never reckoned among the scientists of his time. He was never a member of any Natural History Society, nor of any Academy of

Sciences, bodies, which, in a general way, he held in great but not altogether unmerited contempt. When men band together for the study of nature, they first draft a long constitution, with its attendant by-laws, and then proceed to the election of officers, and, by and by, the study of nature becomes subordinate to the maintenance of the organization.

In technical scientific work Thoreau took little pleasure. It is often pendantic, often bloodless, and often it is a source of inspiration only to him by whom the work is done. Animals and plants were interesting to him, not in their structure and genealogical affinities, but in their relations to his mind. He loved wild things, not alone for themselves but also the tonic affect of their savagery upon him.

"I wish to speak a word for nature," he said, "for absolute freedom and wilderness, as contrasted with a freedom and culture merely civil, to regard man as an inhabitant, a part and parcel of nature rather than as a member of society. I wish to make an extreme statement; if so, I may make an emphatic one, for there are enough champions of civilization. The ministers and the school committees, and every one of you, will take care of that."

Two sorts of people read Thoreau, his admirers and his critics. To the one class he is the prophet of the fields and woods, the interpreter of nature, and his every word has to them the deepest significance. He is the man who

"Lives all alone, close to the bone,
And where life is sweetest, continually eatest."

They resent all criticism of his life or his words. They are impatient of all analysis of his methods or of his motives, and a word of praise of him, is the surest passport to their good graces.

THE PACIFIC COAST TEACHER.

critics miss the inner harmony Thoreau's admirers see, and display queer paradoxes and extravagance of statement where the others hear the voice of Nature's oracle.

With most literary men, the power or position of those who know or understand their writings is in some degree a matter of literary culture. It is hardly the case of Thoreau.

The most illiterate man I ever saw, I had ever heard of Thoreau, Mr. Barney Mullins, of Freedom Center, Langamie County, Wisconsin, was a most ardent admirer of Thoreau, while the most eminent critic in America, Mr. Russell Lowell, I think, does him no justice. To Lowell the finest insights of Thoreau are but strawberries in Emerson's garden, and other critics have followed back these same strawberries through Emerson to still older gardens, among them to that of Sir Thomas Browne.

But, setting the critics aside, let me tell you about Barney Mullins. Some twenty years ago I lived for a year in the northern part of Wisconsin. The snow was very deep in the winter there, and once I accepted a chance to ride into town through the snowbanks on a sled drawn by two oxen and driven by Barney Mullins. Barney was a genuine trotter from the banks of Killarney, and he could scarcely be said to speak the English language. He told me that before he came to Freedom Center he had lived in a town called Concord, in Massachusetts. I asked him if he had happened to know a man there by the name of Henry Thoreau. He at once hesitated and he said, among

others, "He was a land surveyor in Concord. I knew him well. He had a horse of his own, and he didn't care

naught about money, but if there was ever a gentleman alive, he was one."

Barney seemed much saddened when I told him that Mr. Thoreau had been dead a dozen years, and, on parting, he asked me to come out some time to Freedom Center, and to spend a night with him. He hadn't much of a room to offer me, but there was always a place in his house for a friend of Mr. Thoreau.

Such is the feeling of this guild of lovers of Thoreau, and some of you may sometime come to belong to it.

Here is the test for you. Thoreau says:

"I long ago lost a hound, a bay horse, and a turtle-dove, and am still on their trail. Many are the travelers I have spoken to regarding them, describing their traits, and what calls they answered to. I have met one or two who have heard the hound and the tramp of the horse, and even seen the dove disappear behind the cloud, and they seemed as anxious to recover them as if they had lost them themselves."

Now if any of you, even in your dreams, have heard the horse, or seen the sunshine on the dove's wings, you may join in the search. If not you may close the books, for Thoreau has not written for you.

This Thoreau guild is composed, as he says, "of knights of a new, or, rather, an old order, not equestrians or chevaliers, not Ritters or riders, but walkers, a still more ancient and honorable class, I trust."

"I have met," he says, "but one or two persons who understand the art of walking; who had a genius for sauntering, which word is beautifully derived from idle people who roved about the country in the Middle Ages and asked charity, under pretense of going *a la Sainte Terre*, a Sainte Terre, a Holy Lander. They who never go to the Holy Land in their

they pretend, are indeed mere vagabonds; but they who go saunterers in the good sense. It is a kind of crusade preached by Peter the Hermit within us, to find and reconquer this Holy Land from the hands of the Infidels."

It is true that we are but faint-hearted crusaders, who undertake nothing, never-ending enterprises. Excursions are but tours, and come to an evening to the old hearthstone which we set out. Half the journey is but retracing our steps. We go forth on the shortest walk, and, in the spirit of undying adventure, never to return, prepared to leave our embalmed hearts only as a relic of our desolate kingdoms. If you say to leave father and mother, brother and sister, and wife and friends, if you have paid your debt, made your will, and settled all your affairs and are a free man, you are fit for a walk."

It is not of Thoreau as a saunterer, a naturalist, or as an essayist, that we speak, but as a moralist and a relation to American politics.

He lived in a dark day of our history. At one time he made a declaration of independence in a small town, refused allegiance and poll-tax to a government built on a corner-stone of slavery.

For this he was put into jail, and remained one night, and where he made some curious observations of the people as viewed from the inside of the bars.

John came along in the morning and asked him what he was there for. "Are you not in here, Mr. Emerson?" was his reply, for it seemed to him that a man had a right to be free in a country where some men were slaves.

Though a severe critic on conventionalities and wrongs, Thoreau was always a hopeful man and no finer rebuke to the Philosophy of Pessimism was ever given than these words of his:

"I know of no more encouraging fact than the unquestionable ability of a man to elevate his life by a conscious endeavor. It is something to be able to paint a particular picture, or to carve a statue and so make a few objects beautiful, but it is far more glorious to carve and paint the very atmosphere and medium through which we look. This morally we can do."

"Voting for the right," Thoreau said, "is doing nothing for it, it is only expressing to men feebly your desire that right should prevail." He would not for an instant recognize that political organization for his government which was the slaves government also. "In fact," he said, "I will quietly after my fashion, declare war with the State."

"Under a government which imprisons any unjustly, the true place for a just man is also a prison. I know this well that if one thousand, if one hundred, or if one *honest man* in this state of Massachusetts ceasing to withdraw from this co-partnership and be locked up in the county jail, therefore it would be the abolition of slavery in America. It matters not how small the beginning may seem to be, what is once well done is done forever."

Thoreau's friends paid his taxes for him and he was set free, so that the whole affair seemed like a joke. Yet as Stevenson says, "if his example had been followed by a hundred or by thirty of his followers, it would have greatly precipitated the era of freedom and justice."

We feel the misdeeds of our country with so little fervor, for we are not witnesses to the suffering they cause. But

when we see them wake an active horror in our fellow-man; when we see a neighbor prefer to lie in prison than be so much as passively implicated in their perpetration, even the dullest of us will begin to realize them with a quicker pulse."

In the feeling that a wrong no matter how great, must fall before the determined assault of a man no matter how weak, Thoreau found the reason for his action.

There is a long chapter in our national history which every patriotic American, north or south, must some day read with shame. It began before the administration of James K. Polk, and it ended with that of James Buchanan, after which the "insolent banner" of the Stars and Bars proclaimed us a broken people, but carried from us the responsibility for the nation's shame.

But in those dark days we all, Whig or Republican or Democrat, worshipped our own deformity, hapily soon to become so hideous to us. So very hideous, indeed, at last, that the political party of the North which was considered its special guardian, has, right or wrong, never yet been forgiven by the people.

Tolerated it is now, and it will be again, as a refuge from the leeches which always cling to the party in power, but fully and freely trusted—it has not yet been. I do not defend the feeling, nor do I try to justify it. I state it as a fact. And this fact stands as one of the strongest obstacles in the way of some of the reforms our nation needs to-day.

Most of us are too young to remember much of politics under the fugitive slave law, or to understand the deference which politicians of every grade then paid to the peculiar institution.

It was in those days in our Middle West that Kentucky blackguards,

backed by the laws of the United States and aided not by Northern blacks alone, but by many of the best citizens of those states, chased runaway slaves through the streets of our Northern cities.

And not the politicians alone, but teachers and preachers, took their part in paying tribute to Cæsar. We were told that the Bible itself was a charter of slavery; and at least two of our greatest theologians in the North, Le Woods of Bowdoin College and Charles Hodge of Princeton, declared, in the name of the Higher Law, that slavery was a holy thing, which the Lord cursed Canaan would ever uphold.

In those days there came a man from the West, a tall, gaunt, grizzled, shag-haired, God-fearing man; a son of Puritans whose ancestors came over on the Mayflower, a dangerous fanatic lunatic he was called, and, with the aid of a few poor negroes whom he had stolen from slavery, he defied the power of this whole slave-catching Union.

A little square brick building, of the sort of car-shop stands near the railroad station in the town of Harper's Landing, with the mountain wall not far behind it and the Potomac river running by its side. And from this building was fired a shot that pierced the heart of slavery.

And the Governor of Virginia ordered this man, and took him out and hung him, and laid his body in the place where it still lies mouldering. But he was part of him not in the jurisdiction of Virginia, and which they could not hang nor bury, and, to the infinite surprise of the Governor of Virginia, his soul went marching on. When heard in Concord that John Brown had been captured, and was soon to be hanged, Thoreau sent notice through the city

Id speak in the public hall on the
m and character of John Brown,
day evening, and invited all to be

Republican Committee and the
ltee of the Abolitionists sent word
that this was no time to speak;
ass such matters then was prema-
d inadvisable.

plied: "I did not send to you for
but to tell you that I am going
ak." The selectmen of Concord
neither grant nor refuse him the
At last they ventured to lose the
a place where they knew he could

address of Thoreau's, "A Plea
ptain John Brown," should be a
in American history.

do not always realize that the time
erican history is now. The dates
ettlement of Jamestown and Ply-
and St. Augustine do not consti-
r history. Columbus did not dis-
us. In a high sense, the true
a is barely thirty years old, and
President was Abraham Lincoln.
in the North are a little impatient
es, and our politicians, who are
ways our best citizens, mutter ter-
aths, especially in the month of
r, because the South is not yet
regenerate, because not all which
from the ashes of the slave-pen-
ngels of light.

let us be patient while the world
on. Forty years ago not only the
of the Yazoo and the Chattahoo-
out those of the Hudson and the
h were under the lash. On the
John Brown's hanging not half a
men in the city of Concord, the
ntellectual town in New England,
me of Emerson and Hawthorne
cott, dared say that they felt any
for the man or sympathy for the
or which he died.

If the world turns once around in our
lifetime we ought to be satisfied. It will
never turn back again. Whatever
ground is won for freedom is won for-
ever.

I wish to quote a few passages from
this "Plea for Captain John Brown."

To fully realize its power you should
read it all for yourselves. You must put
yourselves back into history, now al-
ready seeming almost ancient history to
us, to the period when Buchanan was
President—the terrible sultry lull just
before the great storm.

You must picture the audience of the
best people in Massachusetts, half sym-
pathizing with Captain Brown, half
afraid of being guilty of treason in so do-
ing.

You must picture the speaker, with his
clear-cut, earnest features and penetrat-
ing voice. No preacher, no politician,
no professional reformer, no Republican,
no Democrat; a man who never voted; a
naturalist, whose companions were the
flowers and the birds, the trees and the
squirrels.

It was the voice of Nature in protest
against slavery and in plea for Captain
Brown.

"My respect for my fellowmen," said
Thoreau, "is not being increased these
days. I have noticed the cold-blooded
way in which men speak of this event, as
if an ordinary malefactor, though one of
unusual pluck (the gamest man I ever
saw, the Governor of Virginia said), had
been caught and was about to be hung.
He was not thinking of his foes when
the Governor of Virginia thought he
looked so brave.

"It turns what sweetness I have to
gall to hear the remarks of some of my
neighbors. When we heard at first that
he was dead, one of my townsmen ob-
served that he dieth as the fool dieth,

which, for an instant, suggested a likeness in him dying to my neighbor living. Others, craven-hearted, said, despairingly, that he threw his life away because he resisted the Government. Which way have they thrown their lives, pray?

"I hear another ask, Yankee-like, 'What will he gain by it?' as if he expected to fill his pockets by the enterprise. If it does not lead to a surprise party, if he does not get a new pair of boots, or a vote of thanks, it must be a failure. But he won't get anything. Well, no; I don't suppose he could get four-an-sixpence a day for being hung, take the year around, but he stands a chance to save his soul—and such a soul!—which you do not. You can get more in your market for a quart of milk than a quart of blood, but yours is not the market heroes carry their blood to.

"Such do not know that like the seed is the fruit, and that in the moral world, when good seed is planted, good fruit is inevitable; that when you plant or bury a hero in his field, a crop of heroes is sure to spring up. This is a seed of such force and vitality, it does not ask our leave to germinate.

A man does a brave and humane deed and on all sides we hear people and parties declaring: "I didn't do it, nor countenance him to do it in any conceivable way. It can't fairly be inferred from my past career."

Ye needn't take so much pains, my friends, to wash your skirts of him. No one will ever be convinced that he was any creature of yours. He went and came as he himself informs us, under the auspices of John Brown and nobody else.

"All is quiet in Harper's Ferry, say journals. What is the character of the silence which follows when the law of the slaveholder prevails? I regard it as a touchstone designed to

bring out with glaring distinctness the character of this Government needed to be thus assisted to see in the light of history. It needed to see that when a government puts its strength on the side of injustice to maintain slavery and kill the advocates of the slave, it reveals itself as brute force. It is more manifest than ever that tyranny rules. I see the Government to be effectually allied to France and Austria in oppression of the kind.

"The only government that matters is the one that matters—nize—and it matters not how feeble the head of it, or how small its army; the power that establishes justice in the land, never that which establishes tyranny. What shall we think of a government to which all the truly brave and just men in the land are enemies? What shall we think of a government lying between it and those who oppress it?

"Treason, where does such a thing take its rise? I cannot help thinking of you as you deserve, ye governors. Can you dry up the fountain of High treason, when it is resisted? Tyranny here below, has its origin in the power that makes and forever remains. When you have caught a man, when you have caught all its human rebels, you have accomplished nothing but your own ruin. You have not struck at the fountain. The same indignation which cleansed the temple once will clear it again.

"I hear many condemn these men because they were so few. What shall the good and the brave ever in the future? Would you have had him wait till time came? Till you and I came? The very fact that he had a single noble or troop of hirelings about him would alone distinguish him from ordinary heroes. His company was indeed, because few could be

to pass muster. Each one who laid down his life for the poor and sed was a picked man, called out by thousands, if not millions. A principle, of rare courage and de-humanity, ready to sacrifice his any moment for the benefit of his man; it may be doubted if there as many more their equals in the ry. for their leader, no doubt, had at the land far and wide, seeking to his troop. These alone were ready p between the oppressor and the sed. Surely they were the very men you could select to be hung! was the greatest compliment their ry could pay them. They were for her gallows. She has tried a time; she has hung a good many, ever found the right one before.

ten I think of him and his six sons is son-in-law enlisted for this fight, eding coolly, reverently, humanely ork, for months if not years, sum- ing and wintering them though, with- expecting any reward but a good fence, while almost all America ranked on the other side, I say that it affects me as a sublime cle.

he had had any journal advocating ause, any organ monotonously and somely playing the same old tune then passing around the hat, it d have been fatal to his efficiency. had acted in such a way as to be lone by the government, he might been suspected. It was the fact the tyrant must give place to him e to the tyrant, that distinguished from all the reformers of the day I know.

is event admonishes me that there is a fact as death, the possibility of a dying. It seems as if no man had died in America before. If this

man's acts and words do not create a re- vival it will be the severest possible satire on words and acts that do.

It is the best news that America has ever heard. It has already quickened the feeble pulse of the North and infused more and more generous blood in her veins than any number of years of what is called political and commercial prosperity. How many a man who was lately contemplating suicide has now something to live for!

"I am here to plead her cause with you. I plead not for his life, but for his character, his immortal life, and so it becomes your cause wholly, and it is not his in the least.

"Some eighteen hundred years ago Christ was crucified; this morning, perchance, Captain Brown was hung. These are the two ends of the chain which is not without its links. He is not Old Brown, any longer; he is an angel of light. I see now that it was necessary that the bravest and humanest man in all the country should be hung. Perhaps he saw it himself. I almost fear that I may yet hear of his deliverance, doubting if a prolonged life, if any life can do as much good as his death.

" 'Misguided! Garrulous! Insane! Vindictive!' So you write in your easy chairs, and thus he, wounded, responds from the floor of the Armory—clear as a cloudless sky, true as the voice of Nature is!" 'No man sent me here. It was my own promptings and that of my Maker. I acknowledge no master in human form.'

"And in what a sweet and noble strain he proceeds, addressing his captors who stand over him."

" 'I think, my friends, you are guilty of a great wrong against God and humanity, and it would be perfectly right for any one to interfere with you so far

as to free those you willfully and wickedly hold in bondage. I have yet to learn that God is any respecter of persons.

I pity the poor in bondage, who have none to help them; that is why I am here, not to gratify personal animosity, revenge, or vindictive spirit. It is my sympathy with the oppressed and the wronged that are as good as you are, and as precious in the sight of God.

I wish to say furthermore, that you had better, all you people of the South, prepare yourselves for a settlement of that question, that must come up for settlement sooner than you are prepared for it. The sooner you are prepared the better. You may dispose of me now, very easily, I am nearly disposed of already, but this question is still to be settled, this negro question, I mean; the end of that is not yet."

"I foresee the time when the painter will paint that scene, no longer going to Rome for his subject. The poet will sing it; the historian record it; and, with the Landing of the Pilgrims and the Declaration of Independence, it will be the ornament of some future national gallery, when at least the present form of slavery shall be no more here. We shall then be at liberty to weep for Captain Brown. Then, and not to then, we will take our revenge."

While on a tramp through the North Woods, in northern New York, some three or four years ago, I came out in the township of North Elba, on the Old John Brown farm. Here John Brown for many years, and here he tried to establish a colony of freed slaves in the air of the mountains. Here, his family remained through the trying times when he took part in the bloody struggles that made and kept us free.

The little old brown farm-houses on the edge of the great woods, a few to the north of the highest peaks of Adirondacks. There is nothing unusual about the house. You will find a cabin such in a few hours walk almost anywhere in the mountain parts of England or New York.

It stands on a little hill, "in a significant place," as they say in that region, with no shelter of trees around it.

At the foot of the hill in a broad cove flows the river Au Sable, small, clear and cold and full of trout. Not far above that the stream takes its rise in the dark Indian Pass, the place in these mountains where the snow of winter lasts all summer long. The same ice on the one side sends forth the Au Sable, and on the other feeds the fountain head of the infant river Hudson.

In the little doorway in front of the farm-house is the historic spot where John Brown's body still lies mouldered.

No tombstone stands over it, for none is needed. By its side lies a huge, ponderous boulder, torn off long years ago by the glaciers from the granite cliffs that hem in Indian Pass.

The boulder is some fifteen feet in diameter, large enough to make the farm-house behind it seem small in comparison. On its upper surface, in letters four feet long, which can be read plainly a mile away is cut the simple name

JOHN BROWN.

This is John Brown's grave, and the place, the boulder, and the inscription are alike fitting to the man he was.

Dust to dust—granite to granite—last of the Puritans!

Hillsdale College has enrolled 36 students during the 36 years since its dedication.

EDUCATIONAL.

TEACHER'S NOTE BOOK.

questioning toleration of an error
single hour is proof of natural un-
der the profession of teaching."

prompt obedience to a principal or
rules of the school is an excellent
in a teacher."

every teacher should acquire the
of daily inspecting, at a glance, the
ance of her school-room."

in a crowded course of study, the
must select first the essentials,
up the less important subjects as
admits.

teachers and pupils should re-
fer that a loud and boisterous tone
is out of place in any school or
lon room.

ere is no such thing as teaching
s separately. If writing is never
ed except at the writing hour, no
it will be made to improve except
given time."

is not necessary that the profes-
teacher should own, or have at his
al all of the mechanical appliances
(ing text books) suited to his par-
branch of work but it is necessary
e have an extensive acquaintance
ll such appliances."

r often original (?) sentences are
rot-like repetitions pieced out by
dition or substitution of a single

Originality of expression is as
ant a factor of good language as
ness.

ds, like friends, are best remem-
when they introduce themselves
forming for us some kindly deed.
e teacher so question that the child
t clearly express himself for need
ord. Then let the introduction
lace. The word will be remem-
because of its usefulness. It comes

as a true friend and will be gratefully re-
ceived and carefully treasured by the
"language-poor" little mendicant.—Mar-
garet E. Schallenberger.

Words are like paper money; their
value depends on what they stand for.
Words without ideas are an irredeemable
currency.—Gordy.

"Devices are useless unless real teach-
ing shows through them. Adapt devices
to your need. Don't put any thing into
your work until you have analyzed it for
its educational value."

SCIENTIFIC.

ASTRONOMICAL NOTES.

BY E. E. BARNARD.

The brighter stars, besides the Arabian
names that have been applied to most of
them, have been numbered with the let-
ters of the Greek alphabet. In general
the brightest star in any constellation is
called *alpha* the next *beta*, *gamma*, *delta*,
and so on. Thus we have *alpha canis*
majoris, the brightest star in the constel-
lation of the Great Dog. *Beta Tauri*,
the second brightest star in the Bull,
etc. Each constellation therefore has
its *alpha*, *beta*, *gamma*, *delta*, etc. This
method (which was first applied during
the last century) is very convenient. In
practical use the letter itself is written.

The *Moon* $10\frac{1}{2}$ deg. north of *Saturn* on
the 13th. On the 21st it passes $3\frac{1}{2}$ degrees
south of *Mars*. And on the 30th, it
passes $10\frac{1}{2}$ deg. south of *Venus*. These
will be good opportunities to identify the
planets.

The same objects given for telescopic
examination in February are likewise
well placed for observing in March.

Jupiter, however, so far as the telescope
is concerned, has ceased to be observable
from its nearness to the sun.

Mercury will be the evening star after March 5th. The planet will have a northern declination during the latter part of the month, and will be well situated for observing. It attains its greatest elongation March 30th, when it will be 19 degrees east of the sun, and will set some distance north of the sunset point. Those who have never seen the planet should take advantage of this favorable opportunity and get an observation of it. It will be easily visible to the naked eye—appearing as bright as a first magnitude star. It is said that Copernicus lamented on his death bed that he had never seen the planet Mercury. On the 12th it will be in conjunction with Jupiter. Its phases are poorly seen with small telescopes, and so far as such observations are concerned, it is without interest.

Venus is increasing in brightness but is still a very disappointing object in any telescope. During March it will be in the gibbous phase, about $\frac{3}{4}$ of the disc being illuminated.

The *Pleiades* are still in good position for observing. It is interesting to note how many stars of this cluster can be seen with the naked eye. Seven are readily visible, but keen eyesight can pick out 12 or 13 stars belonging to it. The photographic plate however readily reveals two or three thousand stars in the group, where only a few are visible with the eye alone.

The Cluster in Cancer.—About 15 degrees east of Castor and Pollux, two faint stars, two or three degrees apart, are between these small stars—a little off the line—the naked eye detects a small hazy spot of light, a nebula. This is a star cluster. The best telescope will show the stars. Indeed a keen eye can detect the nebular appearance without the

aid of a telescope. It is easily found and is well worth examination. This cluster is called *Præsepe*.

Sirius.—To the southeast of the belt shines Sirius, the "Dog Star." It is far the brightest star in the heavens and should be examined in the manner specified of last month, i. e., with a fine gauze placed over the objective. With a powerful telescope the light of Sirius is so intense that it is almost painful to look at. Even in the smallest telescope the intense light of the star makes it an interesting object. Of course a telescope can never show the celestial companion of Sirius, which is now beyond the reach of the great telescope on Mt. Hamilton. This small star revolves about Sirius in some 57 years. It has been for the past few years one of the most difficult objects in the heavens to observe in motion in its orbit bringing it so near to the line of sight with Sirius that the exceeding brilliancy of the large star dazzles the eye that the smaller one is not now be seen. Mr. Burnham lost sight of the companion with the great Lick telescope in 1890, since which time no slightest trace of it could be seen. Several years hence, however, the little star will again emerge from the immense glare of Sirius and will once more be observable. The recent accurate spectrographic observations of Dr. Vogel at the Potsdam observatory, show that Sirius is approaching our sun at the rate of 35 miles a second.

The double star Zeta Ursa Majoris.—This beautiful double star is easily found. It is next to the last star in the belt of the "Great Dipper" which is seen in the northeast heavens after 9 P. M. The object consists of two bright stars, the larger of which has very recently been shown by Professor Pickering, to consist of two great suns revolving about

104 days. This was the first of the wonderful spectroscopic star, the components of which are together that no telescope will show them separate. The spectro-scope shows their individual ex-

It will be interesting to recognize the star, about which so much has been written of late, and a small telescope will show it. Close above or north of the naked eye sees a very small star, this is called *Alcor* and was formerly by the Arabians a severe test for the naked eye. It is so easily seen now with ordinary eyesight, that some astronomers have concluded the star has changed in its light since the days of the ancient astronomers.

Auriga.—The new star which recently appeared in the constellation Auriga, though visible to the naked eye, requires an exact knowledge of position and keen eyesight to make it out. As such stars are only temporary additions to their brighter stages, the new one will probably not be visible again and will not be any brighter. There is not a single instance where a star has appeared and remained permanently bright—they soon sink to their ordinary light, which in some cases is beyond the reach of any telescope. Only a few of these stars have been observed, so we must not consider that their appearance is so extremely rare. Their transient nature and the fact that they attain any great brilliancy, makes it difficult for many of them to have been noticed in the past. The great work done in photographing the stars will make it possible to more readily detect these "stranger stars" in the future, and it will be safe to predict that we shall have many of them to deal with in the future. The presence of bright stars in the spectrum of this star, as re-

garded by Professor Pickering, shows that its atmosphere is in an incandescent state. An outburst of hydrogen gas has suddenly increased the light and heat of this distant sun many thousand times. A proceeding, the smallest percentage of which applied to our own sun, would destroy every living thing on the earth, and the full force of which would reduce our planet to its original state of glowing vapor. At present the *Nova* can be seen faintly with the naked eye about two degrees north of *Beta Tauri*.

The Zodiacal Light.—During March, in the absence of the moon, the phenomenon of the Zodiacal light is very favorably placed for observing in the evening sky. It is visible as soon as twilight has ceased. It is a great cone-shaped mass of hazy light extending from the place of sunset in a gradually tapering form as high up as the Pleiades. Astronomers have not yet found any adequate explanation of this singular phenomenon. It is certainly connected with the sun, but in what manner is not known. Observations show that it extends out beyond the earth's orbit.

SENIOR B RECEPTION.

Friday evening, Jan. 23, a reception was given at the Normal to the class of Jan. '92, the Faculty, and other interested guests by the members of Senior B. The program opened with the "Dream of Fair Women and Brave Men" in which some of the principal characters of history and literature were represented in appropriate costume. With the different acts interspersed with good music, this part of the evening passed all too quickly and nobody blamed the curtain for hanging back in the last scene.

Room R, the next attraction, had its

walls adorned with many a happy conceit the labors of artistic hands, and its tables proved *drawing tables*, indeed, for all took a hand in the *arrangement* of the material found upon them. With the inner man satisfied, some spent the remainder of the evening in conversation and promenading, while others found pleasure in "artistic", rhythmical, physical exercise to the music of the piano. Such an evening lingers long in the memory and in the years to come all will think of it as one in which pleasure and profit were happily united.

The following resolutions have been passed by the Middle B 2's.

WHEREAS, Our esteemed friend and classmate, Miss Stella Bowers, has been suddenly called to her home because of the death of her brother, therefore

Resolved, That the members of the Middle B2 class desire to express, to Miss Bowers and her bereaved friends and relatives, their sincere and heartfelt sympathies in this time of affliction.

Resolved, That a copy of these resolutions be sent to Miss Bowers, and that they be printed in the PACIFIC COAST TEACHER.

J. L. BEALL, }
EDNA JOHNSON, } Committee.
NETTIE KNOWLES. }

OUR MAGAZINE TABLE.

EDUCATIONAL.

It is not within the province of the popular magazines to take up specialists' subjects, but the *new* ideas advanced in any department of thought or industry are reflected in current literature. Conversely, the specialists' subject that finds place in one of the great magazines may be accepted as foremost in its own line.

The conclusion is evident in looking for the prominent educational movement of the day. Physical Culture holds that place, to judge from the following articles:

Homely Gymnastics, *Popular Science Monthly* for February, '92. Physical Culture, a series of articles begun in January *Chautauquan*. The Greatness of College Girls, *Atlantic Monthly*.

Perhaps the most noteworthy educational articles for the month are "Experiment in Education," by William Dillaber in January and February numbers of *Popular Science Monthly*, on elementary science and observation.

A series of articles in *The Pacific Coast Teacher* of November, December, January and February on Arithmetic by E. Winship.

Drexel Institute—*School Journal* for February, 1892.

Language and Observation in February. *Popular Educator*, by Miss Shallenberger.

LITERARY.

Hereafter we shall endeavor to draw the attention of our readers to a few of the most important magazine articles that mark very closely the growth and literature of to-day. In the January number of Harper's appears the first of a very interesting and well written series of articles, entitled "Personal Impressions of Nathaniel Hawthorne," by Horatio Bridge. Few would overlook Henry James' tribute to Russell Lowell which appears in the January *Atlantic Monthly*. This is not illustrated, but who among us does not think of "our dead giant" is not without the scenes about him. "American Illustration of To-day," commencing in January Scribner's, is sure to be of unusual merit. Illustration work has become so prominent among the periodicals of to-day that a magazine treating on this subject is sure to be appreciated. One here finds mention

American illustrators; short descriptions of their several lines of work are found in some cases, characteristic are reproduced. A well written and fully illustrated biographical sketch of Phillips Brooks, by Julius H. Ward is a leading feature of the January New and Magazine. In the same number Phillips Brooks' sermon on Abraham Lincoln, preached in Philadelphia the body of the President was lying in that city. One of the best ways of becoming acquainted with celebrities is through their letters. In the February number of this magazine are several written by Wendell Phillips, the American orator. Among the fine articles in the Century for this month of special interest from a literary standpoint is "The Naulahka," an interesting serial—"a novel of China and India." It was written by Rudyard Kipling, the brilliant young English writer, and his friend, Wolcott Gibbs, who recently died. He prominent in the literary world, but died away before his full power was developed.

SCIENTIFIC.

A large number of magazines published monthly, there is much of interest to the student of astronomy. An article in the February number of the *Science Monthly*, entitled "The Use of Stars," shows the use of photography in astronomy, and gives instances, where, if it were not for the camera and spectroscope, knowledge of the chemistry of stars, as well as their masses, distances, and movements would have been far from its present advancement.

The January number of the "Overland Monthly" contains three very fine copies of photographs of the moon, made with

the great telescope of the Lick Observatory. These alone make the January number of interest, while at the same time, there is a discourse on "Lunar Photography," by one of the professors at the Observatory.

Perhaps no magazine takes in a larger range of subjects pertaining to the celestial worlds than, "Astronomy and Astro-Physics." It is a new publication, and bids fair to be one of the greatest factors in the advancement of its lines of science. Probably the articles of most interest to amateur astronomers will be found under the heads, "General Astronomy" and "Current Celestial Phenomena." Under the latter of these, we find notice of the predicted phenomena for each month, and the report of the results of observations. Many of the articles are perhaps too technical to be understood and enjoyed by the amateur, but there are some that will give interest to all.

ALUMNI NOTES.

Annie E. Kline, Jan. '90, is teaching in Salem District, Solano Co.

Mary A. Gafney, June '89, is teaching in the Ranchita District.

Nellie Markell, Jan. '90, has taught four terms in the Leasia school.

Jennie G. Pound, Dec. '87, writes that she is teaching in Pioneer District.

Nellie L. Ottmer, Jan. '91, is teaching successfully in Sonoma Co.

Marguerite Joyes, June '90, expects to teach in San Mateo county next term.

Lillian M. Durkee, Jan. '92, has accepted a school near Middleton, Lake Co.

Mary Mutschelechner, June '89, is now teaching in Cloverdale, Sonoma county.

Leontine C. L. Janssen, June '90, has charge of the sixth and seventh grades in the Calistoga School. She is also teacher of drawing there.

Hattie E. Isbister, Dec. '87, has been teaching in Glenn Co. for the past four months.

Mary A. A. Yore, June '90, has taught since graduation in Logansville, Sierra Co., Cal.

Katie M. McKeen June '90, is still teaching in Court St. School, Astoria, Oregon.

Blanche Tarr, class June, '89, has a pleasant school of forty-five pupils in Santa Maria.

Elmer E. Richardson and Lillie Schœn, '82, were married in San Jose, Sept. 10th, '91.

F. G. Wood of Modesto and Miss Belle McMullin, May '87, were married Nov. 23, 1891.

Cora L. Angell, Dec. '87, has just finished her third year of teaching in the Reno school.

Since graduation, Edith E. Woods, Jan. '90, has taught in the Carmelo school, Monterey Co.

Daisy Fleming, '91, has spent four months of successful teaching at Bridgeville, Humboldt county.

Emily J. Ely, Jan. '91, has just completed a three month's term at Buchanan District, near Woodland.

E. E. Roberts, June '91, is teaching a private school in Pleasant Grove. He also has charge of a night school.

Minnie P. Mayne, June '91, has been teaching the Simmler School, San Luis Obispo Co., for four months.

Cora M. Poage, Jan. 91, has a pleasant school of thirty pupils in the Redwood District, Mendocino Co.

Cora B. Ogden, June '91, has a pleasant school of thirty-one pupils in Franklin District, near Yuba City.

H. S. Martin, May '88, after completing his term of teaching in Nevada City, expects to enter Cooper's Institute in June.

Annie M. Tracy, Jan. '90, has taught since graduation. At present she is teaching in the Bridgeport District, Colusa Co.

Since Aug. 31, '91, Lillian M. Julien, Christmas '88, has been at work in the primary department of the Yreka Public School.

Celia Emerson, June '91, has not taught since graduation, but will take charge of the Primary Department of the Bayside school, nth.

R. D. Williams, Dec. '86, has a plea school in Central District, Sutter Co.

Mabel C. Pierce, June '91, has accepted position of primary teacher in the San public school, after having completed her term's work at Aromas Dirtrict, San Be Co.

ALL SORTS.

THE PROGRAM.

I was hung in the hall,
And each class, one and all,
Came rushing to stare at my features.
They copied my face
In very short space,
And rushed off to talk with the teacher
As assistance to them
Who were sent to room M,
(For only at noon did I stay on,)
A copy of me,
That all students might see,
Was put on the blackboard in crayon.

Prof K—"Miss Bell, you may read." (C sounds.) Prof. K—"Well, the other bell sounded. We'll hear you to-morrow."

A student of great enterprise,
Went out early to see the sun rise,
But faced the wrong way,
And stood there all day,
Very much to her neighbor's surpri:

The boys lead the fashions at the Nor
"Though lost to *cite*, to memory dea:
quotation for the Agendia.

Riches have wings, and greenbacks sh
be printed on fly-paper.

Straining sweetness—Kissing throug
veil. Have you tried it, boys?

Professor E— thinks a *swar* throat is no
poorest condition with which Senior B's r
high notes.

History Teacher—"Yes; the breakin
both wings of our army was a pretty sure
to make it fly."

What remarkable frankness that Mid
girl displayed when she confessed tha
was a (jay) J.

Two of the Junior B boys seem to "Do
around a good deal; in fact, one makes a
fect "Guy" of himself.

I— with compass in hand—"Now, crank turns—" He couldn't understand the class smiled.

W Junior boys bid fair to eclipse their brethren in good looks at least—of not in knowledge.

G mun in Middle A newspaper class, asked who William I. was, replied: the first of the Williams."

in before Senior A Method Class—"To what do you belong, the modest or the?" It remains to be seen.

It has special charms for a certain man. There are *Mo(o)re Williams* than claim to be members.

ays that after trying for years to photograph his girl on his heart, all he got from the end was a negative.

st—"This, Miss C, is the tobacco Miss C.—"How interesting! And as it begin to bear cigarettes?"

r (after scolding some time)—"Where is your time gone?" Little Boy—"It went out the window with all that stuff you were

been reported that a young lady in laboratory accidentally put her arm around Hubbard with a young gentleman

B (in bakery)—"I want—" Knowing "You want some bread for sandwich?" He must have heard about the reception.

—"Do you call that a well drawn?" Sen. B.—"I was just starting out." Prof. S.—"Yes; the nose on that face starting out, too."

the reports were in: Naughty Normalite—"I know I shall not get four P's." "You know?" Naughty Normalite—"I am taking only three subjects."

smooth oil the razor best is whet, is by politeness sharpest set; want of edge from their offence is seen, gain us least when exquisitely keen."

r, who does not rise before 10 A. M.—write a beautiful description of the Lou—"Yes; but I know what you write about." Mother—What is Lou—"The sunrise,"

Ask a certain Middle A boy the exact dimensions of that umbrella "which is just big enough for two, but which old people would not consider big enough for solid comfort."

One would suppose that the would-be waiter at the Senior B reception kept house for himself. He wore a cap and apron, and was ever heard promising to bring table-cloths.

Dr. de Guerville, the World's Fair Commissioner, would be more at ease, especially among the young ladies, if he could overcome the tendency to blush at the slightest occurrence.

That Professor R— is ever on the side of the weak and the oppressed was very evident the other day in the Physics Class, when he objected to one young lady being obliged to turn the *grindstone* while the others did the "spark-ing."

Perhaps the greatest thing that tends to make a man a slave to his particular line of work is his desire to gain riches. Take, for instance the business man who has become a victim to the money getting habit. Day after day he pursues the shortest route to his office, with his mind so intent upon some business scheme that he is unconscious of everything around him. Ask him a question upon some subject that does not bear directly upon his work and his answer will be a regret for not having had time to think or read upon that subject. He has become so completely a slave to his business that he has no time for social enjoyment, or for reading of any kind if we except his newspaper. If he indulges in a vacation once a year, it is taken with an air of nervous hurry which has become characteristic of him. His mind has become so adjusted to its narrow groove that it is impossible for him to free himself from business cares even for so short a time, and he eagerly returns to his work without having received any benefit from his vacation. Neither body or mind can stand this kind of work for many years and long before his time, he becomes a miserable wreck. Perhaps his greed for wealth has been satisfied, yet he cannot enjoy it, for he has acquired no taste for a life of leisure nor sympathize for any thing outside of his business. More to be envied is the man, who though he always remains poor, pauses in his work to enjoy the society of his books, his friends and his home.—L. Byer.

The Pacific Coast Teacher

A Magazine devoted to the Educational Interests
of the Pacific Coast.

OFFICIAL ORGAN OF THE ALUMNI ASSOCIATION OF THE
SAN JOSE STATE NORMAL SCHOOL.

EDITED BY FRANKLIN K. BARTHEL.

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THE RECENT ADVERSE RULING OF the San Jose State Normal School Trustees on a petition asking for reinstatement of Bible reading in the Normal School has given rise to a very determined controversy.

It is very generally known that in May last, the Board passed a motion to prohibit Bible reading at the morning exercises of the school. This custom, which has been in vogue for many years was considered sectarian in character, and, therefore, not in harmony with that spirit of true Americanism which recognizes in individual consciences rather than in the decision of majorities or masses the only true arbiters in matters of religion.

The *legality* of the practice was the only question upon which the Board of Trustees could authoritatively decide. It would be the apex of folly to presume to decide any other. The desire to do justice to all rather than to please the majority—in other words to ignore the minority—led to the prohibitory rule. In obedience to the same motive, the Trustees could not consistently grant the request contained in the petition presented to them at their January meeting.

The question is purely and only legal in aspect. It is, therefore, an injustice

to that large class of Christians, Unitarian and Catholics, who approve the action taken, to impute to them disapproval of the Bible.

As indicative of the local opinion taken in the controversy it may be stated that sermons on this question have been delivered within two weeks in every prominent church in San Jose there being beside two mass meetings called, one for the purpose of expressing disapproval, the other, approval, of the action of the Trustees.

In another part of the magazine we publish the opinion of Rev. N. F. Kell of the Unitarian Church. This article is calm in tone, and, as we think, a careful perusal will show, far more comprehensive in argument.

"TWO YEARS WITH NUMBER ONE" is a book for second and third year pupils designed to serve as an aid to the teacher who can not find time to work to keep the little hands and feet of seven and eight-year-olds employed. The exercises—concrete through-graded carefully; very simple words used at first; new words are placed at the head of each lesson for development. Print is large and binding attractive. (Price 45c—D. C. Heath & Co. BOSTON.)

VOCATION VERSUS CULTURE

BY HON. WILLIAM T. HARRIS, L.

The so-called "practical" education claims to give the child what is his most need in life, while the education for culture claims that its intellectual discipline gives such a solid basis of character and such versatile power of thought that it will in the end prove more practical than the narrow concrete curriculum which is supposed to prepare the pupil for business.

does not appear that nations divide this question into two opposite tendencies. Rather it seems that, in each national system of education, both tendencies are active and in a state of unreciprocated tension against each other.

As much as the school ought to have these tendencies and have them early balanced, there is a legitimate question on the part of each to find a more desirable form in which it may offer its curriculum to the school. New devices have been invented from time to time and commended for adoption.

It often happens that a really good thing in education gets recommended on wrong grounds. For example, kindergarten was advocated on the ground that it utilized the children's play for serious ends. But this seemed to encourage educators to ignore the true use of play itself, which is of great service in developing a sense of personality in the child.

By perfect freedom in acting out his own caprices in play, the child comes to know himself—play is a sort of self-education.

To turn play into work is to destroy this feature of it. So to turn work into play on the other hand is a serious mistake, for it prevents the development of the secondary and deeper personality which feels satisfaction in subordinating itself for rational purposes. For, in work, the man gives up his own likes and dislikes, his whims so to speak, and conforms to the requirements of some external necessity. He gives up his subjective preference and adopts what is objectively necessary. This is what we call "rational."

This first ground of the advocates of kindergarten was therefore a bar in the way of the progress of its adoption as a member of the school system.

When it came to be discovered

that the true kindergarten does not turn play into work, nor work into play, but that it furnishes a very ingenious graded course of school exercises which develop in the child an interest in doing serious tasks, while it at the same time preserves and protects in the gentlest manner the delicate individuality of the young pupil, then the kindergarten began to commend itself to all wise educators as a sort of transition from the education of the family to the more severe and exacting education of the school as it is and has been.

So, too, in the case of manual training which has been pleading for a place in common school education. It was at first defended on the preposterous ground that it is educative in the same sense that arithmetic, geography, grammar and natural science are educative. This caused the new claimant to be distrusted by all teachers who had investigated what is called the educational value of the several branches of study. For it was known that each branch has its specific function and that no one branch can take the place of another. Arithmetic and other mathematical studies open the window of the soul that looks out on the physical universe and shows the necessary laws of matter and motion. On the other hand, grammar opens a window of the soul that shows the operations of the mind itself. For the mind has revealed itself in language and shows its logical nature in the structure of the sentence and in the functions of the parts of speech.

Geography, on the other hand, shows the social structure of the world of humanity. It shows the interdependence of one individual on another, and of one community on another. Through division of labor and through distribution of peoples in all parts of the world, the

fruits and productions of all climes and conditions are made use of. Commerce is a great world process that collects all these articles of food, clothing, shelter, luxury, amusement and culture, and distributes them again to each section and to each individual, so that all share in the labor of each, and each in that of all. Thus geography opens a window of the soul that reveals to the pupil this great industrial process going on at every moment in all parts of the world, and he learns to see himself as related to this process and thereby gains a rational self-consciousness. For a rational self-consciousness is the perception of the larger self of the race: the social whole acting to re-enforce the individual and assist him in his efforts to conquer nature and gain a supply of food, clothing and shelter without sacrificing his higher spiritual manhood in mere drudgery.

History shows us the higher selves of man organized into the form of institutions, the family, civil society, the State the church, each realizing man's higher rational self in such a manner as to re-enforce the puny individual. It thus opens a window of the soul which affords a vast survey of human nature. Literature exhibits the process by which feelings arise in the soul and become distinct ideas, and afterwards pass over into convictions; and then become actions.

The insight into the educational value of these general school studies caused the plea for manual training to be slighted at first, because of the evident absurdity of its claim to an educational value of the same kind as studies that open the windows of the soul.

But then it came to be considered later that modern civilization rests on productive industry, and that productive industry uses labor-saving machinery as its chief instrument to emancipate human beings from drudgery; it takes the hand-worker and turns him into a brain-worker—for the machine does the hand work but it requires the brain to direct it. Hence productive industry needs more and more developed power, and less and less mere slave hand. Machinery increases the productive power of labor a hundred fold; certainly the youth of the rising generation needs some general training school which enables him to understand both the construction and the management of machines.

The first step above the brute begins when man looks beyond himself as he sees them existing before him; he commences to consider their possibilities; he begins to add to his external seeing an internal seeing; the world begins to assume a new aspect; each object appears to be of larger scope than its present existence, for there is a sphere of possibility environing the sphere which the sharpest animal of lynx or eagle cannot see, but man, endowed with this new faculty of inward sight, perceives at once this insight into possibilities, then he makes up uses and adaptations, transforms and combinations in a long series passing into the infinite, behind each real thing. The bodily eyes see the real objects, but cannot see the possibilities; for they are invisible except to the inward eyes of the mind.

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There are different degrees of educated capacity, due to the degree in which his power of seeing invisible potentialities or ideals is developed. The lowest humanity needs constant direction and works only under the eye of an overseer; it can work with advantage only at simple processes; by repetition it acquires skill at a simple manipulation. The incessant repetition of one muscular act deadens into habit, and less and less brain work goes to its performance. When a process is reduced to simple steps, however, it is easy to invent some sort of machine that can perform it as well or better than the human drudge. Accordingly, division of labour gives occasion to labor-saving machinery. The human drudge cannot compete with the machine and is thrown out of employ-

ment and goes to the almshouse or perhaps starves. If he could only be educated and learn to see ideals, he could have a place as a manager of the machine. The machine requires an alert intellect to direct and control it, but a mere "hand" cannot serve its purpose. The higher development of man produced by science, therefore, acts as a goad to spur on the lower orders of humanity to become educated intellectually. Moreover, the education in science enables the laborer to easily acquire an insight into the construction and management of machines. This makes it possible for him to change his vocation readily. There is a greater and greater resemblance of each process of human labor to every other, now that an age of machinery has arrived. The differences of manipulation are grown less, because the machine is assuming the hand work and leaving only the brain work for the laborer. Hence there opens before labor a great prospect of freedom in the future. Each person can choose a new vocation and succeed in it without long and tedious apprenticeship, provided that he is educated in general science.

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The Pacific Coast Teacher.

1.

APRIL, 1892.

No. 7.

THE UNION HIGH SCHOOL LAW.

City Superintendents of Schools Give Data and Opinions Thereon.—The Many Defects in the Structure of the Law.

pursuance of a purpose expressed in the editorial columns of the January number of this magazine to examine into the merits and demerits of the Union High School Law, the editor on February 10th, addressed to all of the School Superintendents of the State, a circular letter, wherein were posed the following questions:

NUMBER OF HIGH SCHOOLS ESTABLISHED IN YOUR COUNTY.

NUMBER OF TEACHERS EMPLOYED. NUMBER PUPILS ENROLLED.

AMOUNT APPORTIONED TO UNION HIGH SCHOOLS.

ON WHAT POINTS, IF ANY, HAS OBJECTION ENSUED?

WHEREIN, ASIDE FROM THE PURPOSE, DO YOU CONSIDER THE LAW DEFECTIVE?

IS IT POSSIBLE FOR UNION HIGH SCHOOLS TO DO THE WORK GENERALLY EXPECTED OF THEM?

The following symposium shows. Educators have responded fully and fully to the questions. What is here distributed certainly cannot fail of good thing about thought and improvement in educational legislation.

For the benefit of those who might wish to refer to the test of the law in

question we publish the same on another page.

Letters Received:

DEPARTMENT OF PUBLIC INSTRUCTION.

SACRAMENTO, Jan 19th, 1882.

Editors "*The Pacific Coast Teacher*,"

DEAR SIR:

Replying to your favor of 12th inst. allow me to say that, so far as I have been able to inspect the workings of the Union High School Law, I am satisfied that it is a step in the right direction. The law is rather crude, and in consequence the working thereunder has not been as smooth as is desirable; yet, I am satisfied that with such amendments as practical application has suggested, it can be made a means of great benefit to the cause of higher education throughout the State. In all departures from previous customs, it requires time to adopt; all new machinery requires use to remove the roughnesses. Just so in the working of the High School Laws. The people are becoming familiar with the features of the law, and I have no doubt that the next Legislature will make such amendments as will cause the law to be more readily put in opera-

tion in the several districts of the State. Any inequitable features in the law can be easily remedied, and we shall then have a system of High Schools that ought to be in all respects acceptable to the people.

Very truly yours,

J. W. ANDERSON,

Superintendent of Public Instruction.

SANTA BARBARA COUNTY.

CARPINTERIA, Cal., Feb. 15, 1890.

Editors Teacher:

Yours in regard to High School Law received. (1) Three High Schools have been established in Santa Barbara—Incorporated City;—Lompoc Union, embracing 12 Districts; Santa Maria embracing 18 Districts. (2) Have not exact number of pupils; about 125. One teacher in each Lompoc and Santa Maria schools; Santa Barbara, 4 teachers. (3) Santa Barbara, \$7,000; Santa Maria, \$1,000; Lompoc, \$2,700; (4) No litigation as yet.

(5) I think the law should read *two or more districts may unite*, also should define more clearly who, in cities without Board of Education, should raise necessary funds, also who in Union Districts should sign orders on High School fund. There is hardly room on blanks for a majority of (19) trustees to affix their signatures. I require Pres. and Sec. (6) In Union Districts, I think the work of these schools will be imperfectly done. Santa Barbara will do hers well. Have an excellent corps of teachers. It is a good law taken as a whole and I do all I can to encourage it.

Yours truly,

G. E. THURMOND, Co. Supt.

SAN DIEGO COUNTY.

SAN DIEGO, Cal., Feb. 16, 1892.

Gentlemen:—Your circular letter in regard to Union High Schools received.

The questions are answered as follows:

1. Six High Schools have been established in this county.

2. Five teachers employed. (schools failed to open.)

3. \$7600—Amount apportioned to High Schools.

4. In the matter of *location and of location* of schools, litigation has arisen.

4. Deficiencies and faults in the law. No provision alter formation of District for including or excluding territory. Deficient in that it does not specify whether districts voting shall be excluded or not: Leaving the Course of Study to each High School Board is a very grave defect, also provision in regard to manner of electing the Board of High School Directors.

6. Yes—possible but not probable.

On the whole, the law faulty, but vastly excels no law. I hope to see the law amended, but not in such a way as to invalidate what has already been done in this County.

Much pioneer work has been done and the districts which have worked out of the errors of the present law are discouraged by a new law, which will necessitate their beginning again.

Respectfully,

HARR WAGNER,

Sup't. of Schools.

AMADOR COUNTY.

IONE, Cal., Feb. 13, 1892.

Pacific Coast Teacher:

As yet we have done nothing towards establishing a High School in Amador County. There is no JUST ONE, and a rivalry among districts prevents determining a location. I think it is possible to accomplish the work intended and do it

ot? Let the *University* hold all
tions and promote only on merit.

Truly yours,

GEO. F. MACK,

Supt. of Schools.

VENTURA COUNTY.

VENTURA, Cal., Feb. 15, 1892.

Pacific Coast Teacher:

Yours of the 10th inst. reached
me. I am glad you have taken
up this High School question, and
heartily give you any aid in my
power to bring about a better law. I
will submit my answers to your
inquiries:

1. No—Ventura Union High, and
Santa Paula High School.

2. Teachers: Ventura—Three regular
and one special (Drawing). Santa Paula
—one regular.

3. Ventura—\$2100—It receives other
from Santa Paula—\$11,000.—\$8000 for
the year.

4. No litigation.

5. The law is lacking in clearness as
to its real meaning. It is weak in giving
control of the school to the chairman
of the local boards of trustees. The
normal department, at least, of the
school ought to be under the control
of the County Boards of Education.
The reason for this is obvious.

6. Most emphatically—Yes.

Respectfully,

SAMUEL T. BLACK,

Supt. of Schools.

CONTRA COSTA COUNTY.

MARTINEZ, Cal., Feb. 16, 1892.

For P. C. T.:

Union High School has been es-
tablished at Antioch, Cal., and embraces
contiguous school districts. One
teacher is employed. The number of

pupils enrolled is twenty. A tax of ten
cents on the hundred dollars was levied
for the support of the Union High
School. Twenty-seven hundred dollars
was raised this year. Litigation has
arisen or will arise in regard to the col-
lection of this tax. The tax-payers of
two school districts have refused to pay
the High School tax, and have sub-
scribed a fund and employed an attorney
to defeat the tax levy. These two dis-
tricts voted against the Union High
School but were included by a majority
vote of all the districts. The Union
High School law is deficient in regard to
details. Also in regard to course of
study and selection of teachers. In an-
other respect in regard to expense. The
expense of maintaining these schools is
much greater than is warranted by the
benefits to be derived from them and at
the same time is unlimited.

It is possible for them to do the work
required of them by law: that is fit stu-
dents for the university. But for them to
do what is expected of them by their pa-
trons and keep up their standard of uni-
versity work is not possible. The pa-
trons of the Union High Schools expect
the schools to fit the pupils in one year's
time to pass a teacher's examination and
thereby save them the expense of going
to a Normal school. And as the course
of study is left entirely in the hands of
the Boards of District Trustees there is
no remedy for this perversion of the law.

Respectfully,

W. A. KIRKWOOD,

Supt. of Schools.

SAN BENITO COUNTY.

HOLLISTER, Cal., Feb. 18, 1892.

Pacific Coast Teacher:

In answer to yours of 10th inst. I
have to say that no High School has yet
been established under the new law in

San Benito County. The people petitioned the Board of Supervisors to call a special election to vote upon the establishment of a County High School, but the Board refused on account of the expense that would attend such election. The question will be submitted at the general election this fall. This will answer the first four of your questions.

Question 5. Have found no deficiencies except those that have already been brought up in Alameda and other counties.

6. I think the work can be done.

Yours truly,
J. N. THOMPSON,
Co. Supt. of Schools.

MONTEREY COUNTY.

SALINAS CITY, Cal., Feb. 15, 1892.

To Publishers P. C. T.:

Replying to yours of the 10th inst., permit me to say that we have but one High School (Salinas City), that being a City High School supported by city funds. The city works under a charter as do San Jose and San Francisco. So far, we have made no attempt to establish a High School under the Union High School Bill. There has been some talk of a County High School but it has not caused any action. As you can see I am not in a position to give an opinion on the merits of the bill from a working standpoint.

Respectfully,
JOB WOOD, JR.
Co. Superintendent.

SACRAMENTO COUNTY.

SACRAMENTO, Cal., Feb. 19, 1892.

Gentlemen:—Your circular of February 10th, in reference to High Schools, at hand and noted. In reply will state that we have not organized any school of that grade in this county, though

probably will do so during the year. I can therefore furnish no present.

Very truly,
B. F. HOWARD,
Co. Supt. Sch.

NEVADA COUNTY.

NEVADA CITY, Cal., Feb. 15,

Pacific Coast Teacher:

Yours of the 10th inst. is received. In answer I can say that we have formed a High School yet and I cannot say when one will be formed.

Not having had occasion to examine the law I am not prepared to say for or against it.

Yours truly,
W. J. ROGERS,
Supt. of Sch.

SAN LUIS OBISPO COUNTY.

To the Pacific Coast Teacher:

Our experience with High Schools has thus far been confined to the organization of three, under what is known as the Union District High School Bill at Cambria, San Luis Obispo, and San Marcos. These will not go into actual operation until after the 1st of July, 1892, and of course we are not able to say any thing of the wisdom of the law or its adaptation to the needs of the country. We do not apprehend any litigation on the vote in favor of the High School Bill. It has been in every case practically unanimous. Moreover, the cost of maintaining schools under the system proposed is so slight as to prevent opposition from any source. As yet no course of action has been formally proposed. It is thought that in addition to State requirements the law should be generally construed in the direction of providing for such special instruction

circumstances may require. And it seems to me lies one of the amendments to the law. Many young people have taken an irregular course, and have neither the time, means, nor the disposition to take a university course. I fully agree with President Holden that for a full course of instruction for our public school, the law is best which leads up to the university, but as the law is intended to provide for a system of higher education, it should be independent of State funds, and supported wholly by taxation, it should be so amended to permit of a wider latitude in the disposal of local needs. San Luis Obispo, for example, should establish a commercial college, wherein should be taught bookkeeping, commercial law and arithmetic, such a course, in fact, as would fit the people for ordinary business pur-

poses. A much needed amendment is in sections 5 and 6 of the existing law, which should provide more definitely for the Board of Control. First, as to who shall compose the board; second, the duties of the Board of Control should be so provided that representation therein should be based upon the number of census children, the number attending, or the taxable property available for the support of the school in the respective districts.

It is manifestly unjust that one county with a census of twenty, and a valuation of \$50,000 should have an equal share in the control of the law as another with a census roll of 100,000 and an assessed valuation of two millions. In counties like ours, the present High School law has no place. The Union District law has not yet been passed, but as it has succeeded elsewhere, here, and I think the time is not far distant when every little town in our

county will be the center of a district whose high school facilities will be such as will fully meet the demands of the times.

Respectfully,

W. W. ARMSTRONG,
Co. Supt. Schools.

CALAVERAS COUNTY.

SAN ANDREAS, Feb. 19, 1892.

Pacific Coast Teacher:

We have had no experience, as yet, with High Schools in this County, therefore, any suggestions from me would not be drawn from observation.

Yours most respectfully,

WM. M. NUNER, Jr.

MENDOCINO COUNTY.

UKIAH, Cal., Feb. 20, 1892.

Gentlemen:—We have not at the present time a high school in the County. On next Saturday there will be an election in five adjoining districts in Potter Valley, to determine whether a high school shall be established or not.

I think Union High Schools are just what we want. I have no doubt but there will be several of them in this County within the next two years.

The principal defect in the law as it now stands, aside from those pointed out by the Atty. General in his opinion on the law, is in leaving the Course of Study to be prepared by the High School Board, remembering the composition of that Board.

Yours very truly,

W. K. DILLINGHAM,
Supt. Schools.

ALPINE COUNTY.

MARKLEEVILLE, Feb. 19, 1892.

Pacific Coast Teacher:

In answer to first four questions in your circular letter of Feb. 10, I will

state that Alpine County has no high school. As there is not the least probability of the High School Course being established in this county at present, I have not had occasion to give attention to the subject. I am therefore unprepared to express an opinion upon the last two questions.

Very truly,
ANNA M. ARNOT,
Supt. Schools.

LASSEN COUNTY.

Your circular letter of 10th inst. at hand, containing inquiries concerning high schools. In reply will state that Lassen Co. has not as yet established any High Schools.

Yours respectfully,
MRS. M. P. WOODIN,
Supt. Schools.

SOLANO COUNTY.

FAIRFIELD, Cal., Feb. 25, 1892.
Pacific Coast Teacher:

1. I have five High Schools, 4 formed as Union Districts.
2. Number teachers, 5; Number pupils enrolled, 10 per cent of total school population.
3. Amount appropriated, \$13,750.
4. Litigation is to be instituted upon the legality of the statutory method of signing the petitions and holding the election for the formation of U. H. S. Districts.

5. Law is deficient:

- (1) Not definite enough in most of its provisions.
- (2.) Course of study should be in charge of State Board or County Boards so as to be uniform.
- (3.) While a course preparatory for university should be required, a business course should be a requisite.

6. It is possible to do the work, unless the university authorities carry to excessive altitudes their requirements for admission to that free (?) institution. There is a constant cry "to fill up the gap between the common schools and the university," while the university authorities keep widening the gap by constantly raising their standard.

Yours truly,
C. B. WEBSTER,
Supt. Schools.

SANTA CLARA COUNTY.

No action has been taken in this county under the Union High School Law, nor is it probable that there will be for some time to come, as the only vicinities where such schools can be maintained are those of San Jose, Gilroy, and Los Gatos,—districts now supporting City High Schools.

The law, it seems to me, was not very carefully planned. The principal defects therein being in the provisions which accord to small districts an equality with larger districts in matters of control. A condition which tends to prevent cities and towns from uniting with adjoining districts. Secondly, there should be a plan devised whereby greater uniformity in the courses of study of these schools can be better assured than under the present law.

Truly yours,
L. J. CHIPMAN,
Supt. of Schools.

MARIN COUNTY.

SAN RAFAEL, Cal., Feb. 24, 1892.
To the Pacific Coast Teacher:

In answer to inquiries of Feb. 10th relative to High Schools. There is but one High School in Marin County. It was established at San Rafael four years ago by District Authority, as provided in

Art. IX, Constitution of California is a department of two rooms of school building, employing two High Schools teachers. Has thirty-five pupils in attendance, on the accredited list for admission to the University. So far, Marin has done nothing under the legislation of the last session.

Very Respectfully,

ROBT. FURLONG,
Co. Supt. Schools.

ALAMEDA COUNTY.

OAKLAND, Cal., Mar. 4, 1892.

Pacific Coast Teacher:

In answer to yours of Feb. 10th, say that there have been two Union High Schools established in Alameda County, one of which, at Livermore, is operated in connection with the Union High School, under the Principalship of Mr. E. H. Walker, and I believe the first organized in the State. The other, a separate institution, at Centerville, began in January of this year, and is under the Principalship of Mr. W. H. North, assisted by Miss Gulielma.

In answer your questions seriatim:

Number High Schools, 2.

Number teachers employed—at Livermore (called Union H. S. No. 1) 1; pupils, 15. At Centerville (called H. S. No. 2) teachers employed, 2; pupils, 20.

Amount of estimate, or special tax for No. 1, \$1200; In No. 2, \$1800.

No litigation, as yet, has ensued.

The law, aside from the purpose, is even deficient, from beginning to end. There is scarcely a line in it that does not require interpretation, and in every essential particular two constructions, equally tenable, are possible. It has given rise to more trouble

from its ambiguities than any other act of legislation of similar size ever perpetrated is conceded, I think by all who have been obliged to investigate it: and nothing but the evident sympathy of the people with the *idea* of the Union High School, has saved it, thus far, from unfavorable litigation. It needs a complete revision by the next Legislature.

6. I think the question, "Is it possible for the Union High School to do the work expected of it," premature. There must be a further trial, under a better law, before that question can be answered.

Yours truly,
GEO. W. FRICK,
Supt. of Schools.

DEL NORTE COUNTY.

We have no Union High School in this county. Hope soon to have a County High School. No prospect of any other. As I suppose your questions all refer to the U. H. S., I leave them all unanswered.

Yours etc.,
MRS S. G. WRIGHT,
Co. Supt.

INYO COUNTY.

BISHOP, Cal., Feb. 26, 1892.

Gents:—Yours of 10th inst. is at hand. In answer: 1. We have no High Schools as yet. Do not think any will be established this year. 2, 3. Answered in one—4 also. 5. I have not made a study of the law owing to the fact that no movement has been made in any district toward High Schools. 6. It would not be possible—in my opinion—in a county situated as Inyo County is for such schools to do the work expected of them. Bishop District has 165 census children—three teachers; also the Inyo Academy; Lone Pine, 100; no other district more than

77. and down to 22; hence, a High School means a boarding school, and the results likely to be much less than expected. Under the circumstances, it is hard for me to give the information required.

Respectfully,
J. H. SHANNON, Supt.

COLUSA COUNTY.

COLUSA, Cal., Feb. 27, 1892.

Gentlemen:

Answers to the questions in your letter:

1. There have been no High Schools established in this county.
2. Consequently none.
3. Consequently none.
4. No litigation.
5. I do not consider it deficient in purpose, but do in many other respects, which I had hoped to explain to you in full, and for that reason, have so long delayed in my reply. Yet I have not the time to give you my views.
6. I don't know if it is possible or not. But I very emphatically object to the law as it now stands. I hope that our next legislature will amend or enact a more satisfactory one.

Yours truly,
H. L. WILSON,
Supt Schools.

SIERRA COUNTY.

SIERRA CITY, Feb. 28, 1892.

To The Pacific Coast Teacher:

There has not been any High School organized in this county and no action has been taken toward establishing one, owing to our small population and condition, financially.

When the miners will have been freed from the shackles which have bound them for the last few years, educational

interest will be revived and receive more attention than heretofore.

Most sincerely yours,
THOS. J. McGRATH,
Supt. Schools.

TUOLUMNE COUNTY.

COLUMBIA, Feb. 25, 1892.

My answers to your queries are:

- 1, 2, 3. There are no High Schools in Tuolumne.
4. No litigation.
5. Cannot say law is deficient.
6. Am unable to say.

Respectfully,
G. P. MORGAN,
Co. Sup

SONOMA COUNTY.

SANTA ROSA, Cal., March 15, 1892.

Editors Pacific Coast Teacher:

We have five High Schools in Sonoma County, of which number two are Union High Schools, one situated in Sonoma City, the other, in Cloverdale.

Each of these Union High Schools is supported by a special tax, and each employs but one teacher. At the time of my official visit last fall, the Cloverdale school had an enrollment of 39; the Sonoma, 22. This enrollment represents the High School only, as there is a flourishing Grammar School in each place.

I think it hardly possible for Union High Schools to do the work expected of them; the people are not willing to pay a tax sufficient to give them the requisite number of teachers.

We have had no litigation though it was threatened in the case of several districts which voted adversely to the formation of a Union High School District, but were held in on account of a majority

votes cast, being in favor of the school.

Yours truly,
MRS. F. M. G. MARTIN,
Supt. of Schools.

MARIPOSA COUNTY.

MARIPOSA, Feb. 17, 1892.

To The Pacific Coast Teacher:

DEAR SIR:

Your favor of recent date received. As we have no High Schools established, as yet, in this county I can only say in reply to your proposed article, that I shall, however, read with great interest.

Very respectfully,
MRS. W. D. EGENHOFF,
County Supt.

ALPINE COUNTY.

High Schools have been established in this county.

MISS ANNA ARNOTT,
Supt. of Schools.

LAKE COUNTY.

We have established no High Schools in this county and do not anticipate doing so in the near future, hence I withhold my opinion of the law in question, having inspected it in practice.

ETTA HARRINGTON,
Supt. of Schools.

BUTTE COUNTY.

High Schools in this county.

G. H. STOUT,
Supt. of Schools.

SHASTA COUNTY.

High Schools.

MRS. E. G. WELSH,
Supt. of Schools.

YOLO COUNTY.

To The Pacific Coast Teacher:

We shall probably vote on a County High School at the next general election.

Truly,
GEO. BANKS,
Supt. Schools.

TRINITY COUNTY.

No High Schools in this county.

G. E. NOONAN,
Co. Supt.

SISKIYOU COUNTY.

There are no High Schools in this county. I think, however, the law is right as it is and that under it the work that is expected of such schools can be done.

JOHN KENNEDY,
Co. Supt.

TEACHERS AND THE TAUGHT.

BY DR. A. W. PLUMMER.

(Concluded.)

The teacher is the architect and the builder, the designer and molder of intellect. He has something more to think of than has a day laborer whose work is planned for him and who has his instructions as to what he is to do.

Teaching is a profession and the teacher should consider that structure is to stand or fall, to be an object of beauty and honor, or of shame and dishonor, according to the manner of its building.

A profession implies constant investigation and research of those things that are for the improvement of professional work. Teachers cannot afford to lose the benefits that may be derived by the attendance upon teachers' meetings where an interchange of ideas takes place.

Teachers should visit other schools, examine the work done and compare it with their own. One cannot keep up with the spirit and best methods of doing things by acting the hermit or by bidding for loud popularity.

The teacher's disposition and efforts to acquire aid from all sources possible, and to make himself skilled in his work should be considered by school officers, elements of usefulness and promise. Our schools need more artists and fewer artisans.

A conscientious teacher must be a missionary, study the traits of the bad boy, find his good side—every one has it—and develop it. Learn his home surroundings and parentage, have pity for that unfortunate soul that is placed in poisonous environments. The soul is worth saving and it pays to make a hard struggle and to endure much in the trying. There is not justice, however, in letting the struggle with, and for this one, spoil several other tender, yet well disposed minds. One bad boy may contaminate many if unguarded.

"Teachers must be kind and patient; they should, whenever it is profitable and possible, give the children something interesting to look at. The school building should be light, airy and attractive. Children should have the desire of learning fostered in them in every way possible, by parents, by teachers, pleasant school buildings and grounds, by the subjects taught, and the methods of teaching them by a manifestation of interest on the part of parents and school officers. Every thing natural goes smoothly and easily. Learning should come to children as swimming to fish, flying to birds, running to animals.

Aristotle says that the desire of knowledge is implanted in every man; and the mind grows as the body does, by taking

proper nourishment, not by being stretched on the rack."

Education should be a living thing. When a teacher becomes so familiar with her grade work that she needs no time for special study or preparation, it is to her advantage, and decidedly to the advantage of the school that she should change her grade.

Are teachers born? No.

Are teachers made? No.

Neither condition *alone* will give the teacher. It is worse than useless to attempt to make a strong and highly finished edifice out of unsound or brittle and coarse grained material. Teachers are born *and* made. They are never completed in structure but are to be ever adding to their continuously increasing supply of knowledge and resources with which to improve their work. When teachers cease to put themselves in the way of acquiring more, it is high time that they should be retired, should be placed upon the teachers pension list. Teachers cannot afford to be narrow in their views of life or in their lines of instruction. Their best efforts in the adaptability of all available means should be devoted to the work of humanity. Teachers should hold themselves above the whims, notions and complaints of fault-finding patrons. They should get outside of school room and school thoughts occasionally, and mingle with society, read general literature. The tendency of the school room is to draw the teacher down to the level of the pupils and this must be counteracted by taking hold of something higher.

Do not become school-roomish. Work is needed to accomplish any great undertaking, and faith, that good results will be accomplished. If any one is too lazy to earn a living by manual labor, he has no business in the teachers' ranks. There

place for drones or semi-drones in educational field. Workers and hard workers only, are needed or can succeed. The teacher must be a person not to be easily discouraged, but, after she knows she is on the right track, to keep on with a firm determination to win. Above all things else the teacher must be honest; honest with pupils, honest with patrons, honest with himself and God.

UNIVERSITY EXTENSION DEPARTMENT.

COMPLETION OF DR. JORDAN'S COURSE
OF LECTURES ON EVOLUTION BEFORE
THE SAN JOSE U.
E. CLUB.

SECOND COURSE—ASTRONOMY BY PROF. E.
E. BARNARD.

University extension in San Jose has started auspiciously through the former period. Indeed, it might be said that it was matured ere its work had begun.

With the true university spirit, it did not hesitate to begin its work on the subject of evolution, the peer of gravity in the universality of its application and the prior so far as interest and practical application to the human race is concerned. Evolution might be termed the universal law of time as gravity is of space.

The series of lectures on this topic were presented by Dr. D. S. Jordan and were, owing to the extensiveness of the subject, limited to evolution of physical and animal life.

The syllabi of this series of lectures will be published in the May number of this magazine.

On Wednesday, March 25th, certificates were given to twenty-six persons, who had completed the course. The following being the questions given at the examination:

1. What is a law? Give examples. What is meant by the "violation of a law?"
2. Why are some animals confined to some parts of the earth and others to another?
3. Why do species of animals or plants change with time and with space? Give illustrations.
4. Give an example of a degraded type of animals, with the supposed cause of its degradation. How can a degraded form be distinguished from a form which is primitively simple?
5. What is the probable origin of man? Why do you think so?
6. How are paupers produced? What is the remedy for pauperism?
7. What are the opposing views on the question of the "inheritance of acquired characters?" Illustrate. Of what importance is this discussion?
8. Of what value is the fact that "no one ever saw a cow turn into a horse," or a dog into a cat, as an argument against the theory of Descent?
9. What is Darwinism?
10. What books or memoirs treating of the subject of Evolution have you read? Characterize briefly the quality and purpose of each.

As indicative of the work done by the class we give the following:

EXAMINATION RESULTS.

1. A Law of nature is the order and method in which certain classes of events take place. The term law has been confusingly used in more senses than one, as pointed out by the Duke of Argyle in his "Reign of Law;" sometimes it has been made to include causes, even final causes; but I understand that science has only to do with law as defined above.

Examples: It is a law of light that its intensity decreases as the square of the distance from the source of light.

The "Survival of the Fittest" is a law of organic life; meaning that as more beings are produced than can survive, the ones best fitted to their conditions will survive.

The "Violation of a law" is the violation of its conditions; and hence the in-

curing of the results. The *law* is never broken; that is, the law goes on, while the rebel suffers. For instance, if one makes himself less fit to survive, he does not survive; if he jump from a precipice, the law of gravitation holds good, and he is dashed to pieces.

2. Some animals came into being in some parts of the earth, and some in others; and there have been barriers of one kind or another to prevent their spreading over the whole earth; barriers of climate, or ocean, mountain ranges, competition with other species, etc., etc., which they have not been able to pass.

3. A very large number of animals or plants are produced, more than can possibly come to maturity and reproduce. Hence there is a competition among them for the chance to get their food, develop and increase. The fittest to fulfil the conditions, survive and perpetuate the species. By the law of heredity, the descendants of any who were thus favorably constituted repeat the slight distinction. These differences then tend to be accumulated, in the course of long periods of time. A large extent of space also favors the accumulation of differences, since there are many individuals in competition, and differences of climate and general environment to which the individual variations will be more or less suited. The variability is a law, little understood. Illustrations: the horse has changed by degrees from a five-toed animal. The meadow-lark has changed from east to west in America.

4. Sacculina is degraded; the cause, its supply of food gained from its host without trouble or exercise. The family of scale-bugs are degraded types of Hemiptera; they gain their food by simply sucking the pieces of the plant to which they have fixed themselves, and have no further use for legs, etc.

A degraded form can be distinguished from one primitively simple by its life-history. For instance, the sac-like Tunicates have fish-like embryos of much higher type.

5. The probable origin of man, at least as to his body, is by descent from lower forms of animal life. The reasons for thinking so are the homologies in his structure and theirs; a most striking general resemblance extending even to organs now rudimentary. Especially the embryonic development is similar to that of other vertebrates, going through the various grades. The "gill-slits" especially point to ancestry who lived in the water. The mind also shows kinship with that of animals, in kind; though certain faculties are claimed as really distinct—as the faculty of *abstract* language. And most of all, the moral sense separates him from all below. As you ask what *we* think, I must say that I think, as Wallace says in his "Darwinism," that a new spiritual influx came to make man, *man*; to work *with*, not against the law of Natural Selection which had developed his body, and the rudiments, probably, of his intellectual faculties.

6. Paupers are produced by combination of circumstances, tending to make them unable or unwilling to work for themselves; not the least of these circumstances is the possibility receiving indiscriminate "charity." Once started, pauperism tends to perpetuate itself by heredity, as among "the Jukes," and the "Ishmael family," and largely in the slums of great cities.

The remedy for pauperism is to develop self-help; to help people to help themselves. This cannot be done by mere alms-giving; but only by intelligent and persistent study of the needs and conditions; and at the best it is

plicable to the young. Taken in their bad circumstances, and (in heart and hand as well as body) may usually be rescued.

Lamarck believed that use and disuse played a large part in the change of the characters acquired by use and transmitted to the descendants. He thought use and disuse of considerable importance, but quite secondary to selection: that is, that original selection produced the differences, and fixation of favorable variations perpetuated them. Wallace, and, more recently, Huxley, have urged that natural selection accounts for *all*, or nearly all, as I understand him, the only effects of use and disuse that are transmitted are the modifications of the germ that they may cause: for example, nourishment, caused by use of the organs, may make a better germ. Beyond this, it affects the descendant, though every generation of the individual. Thus the inheritance is by "continuity of substance," the "somatic" cells, with their acquired characters. Illustration would be the case of the wingless beetles of Madeira; Lamarckian hypothesis, they use their wings in contest with the winds of that island; on the Selection theory *pure*, they are descendants of those which, not flying, did not get blown out to sea. On the one theory the girdled their necks by degrees; on the other, those which happened to have stiffer necks survived.

It is not prepared to judge of the importance of this discussion, which is now the one in the field. English and American scientists generally are for Nat. Selection. American scientists leaning to the view that use and disuse are factors *with* Nat.

Selection. It has a strong bearing on the duties of human parents; it is *interesting* in a scientific point of view.

8. Of no value whatever; since the only possible relationship between a cow and a horse is through extinct forms, back to some common ancestor. Present forms are "like the twigs of a tree;" their connection is through the now missing larger branches from which they sprung.

9. As I understand it, Darwinism is the scientific system in which the present forms of organized life are considered to be related, through their descent from simpler and more generalized types; and this largely through the agency of Natural Selection, or as otherwise expressed, through the Survival of the Fittest in the Struggle for Existence, (as explained in answer 3.)

SECOND PAPER.

1. A law is a statement of the relation borne by certain effects to the causes which produced them.

E. g. The volume of a confined mass of gas free to expand varies inversely as the pressure to which it is exposed. In heredity, "Like produces like." In the sense that law is defined above there can be, strictly speaking, no violation of law. *Apparent* violation may occur where the law has not been fully stated as in the second example above.

If we apply the term law to the injunction to do or not to do a certain thing, the disobedience is often termed a violation of law.

2. Animals are confined to certain portions of the earth by physical barriers—such as mountains or deserts. Any line marking a distinct change of environment will separate one so called species from another.

3. Species change with time because

a greater number of opportunities are given for favorable variations; with space because the environment changes.

The first association of certain ideas with definite vocalized sounds would seem to me a change needing time as its opportunity. The change of the color of Arctic animals would be a change coming with space.

4. Fishes that live in caves where light is excluded lose the power of sight. A study of embryology of degraded forms will show their descent from higher forms and distinguish them from forms primitively simple.

5. Man is probably descended from some lower form of vertebrate animal—some form possibly with the general or type characteristics of man and apes.

The reason that appeals most strongly to me is the history of the embryo of man, including comparison with the embryos of other vertebrates.

6. Paupers are produced by giving aid to those who might earn their own living and who will not, and secondly by allowing children to grow up without training them to habits of industry and to study independence of character.

The remedy lies first in the proper training of the children and secondly in putting the able bodied paupers where they can earn their living and letting them do it or suffer.

7. One view is that characters acquired after birth are transmitted to the offspring. For example that the offspring of a horse that has constantly been trained to trot at the highest possible speed will inherit that acquired habit of fast trotting—or rather will inherit that changed physical development that makes fast trotting possible. Another opinion is that all that happens to the soma affects it only and not germ transmitted to the offspring.

That is, that the offspring of a cow horse will trot well or poorly regardless of whether the parent is trained or not. The decision of the question, if reached, will effect vitally all parents for they will become directly responsible for many acts of their children if acquired characters are transmitted.

8. The fact that "no one ever saw a cow turn into a horse," or a dog into a cat, is of no value whatever as an argument against the theory of descent.

9. Darwinism, as I understand it, is the theory that species are not special creations but forms that have been derived from others and that may have changed into still different forms.

The chief cause of this change is ascribed to Natural Selection, and Darwin's great work is the recognizing and the clear stating of this doctrine of Natural Selection. As I recall Darwin's Origin of Species, he thinks that the variations which natural selection works upon are caused in some part by the transmission of acquired characters—other causes being double parentage and the natural tendency to variation.

SECOND COURSE OF LECTURES ASTRONOMY.

By PROF. E. E. BARNARD, of Lick Observatory.

1st Lecture	- - - - -	Celestial
2nd "	- Meteors	Nebular and Zodiacal Phenomena
3rd "	- - - - -	The Planets
4th "	- - - - -	The Sun and the Stars
5th "	- - - - -	The Milky Way
6th "	- Spectroscopic and Stellar Photometry	

The lectures will be illustrated with Stereopticon and Ox-Hydrogen Light.

The Eternal Subject—Discipline

No mechanical rules can be given for the government of children, yet there are certain broad directions which may be adopted as working principles that will help very considerably in controlling

large majority of children. The moral cases may be treated individually. The children in a school may be divided into three marked classes: (1) the good, (2) the well meaning, (3) the bad.

The first class is always much better than the third class. A little tact and part of the teacher will unite the first and second classes in doing the right thing, rather than driving the second class into the ranks of the third class. Children are attracted keenly, and the esteem in which they are held by their associates has much to do with their conduct. If the teacher has succeeded in uniting the first and second classes firmly on the basis of good order and cheerful study, the good pupils can then be won over by the force of public sentiment among the other pupils and by the means employed by the teacher. I can never be convinced of any boy forcing him under threats to be good. This is the old system once used by nations to convert heretics. It succeeds occasionally in extorting lip service, but the heart remains unchanged. A bad boy may be reached, if the teacher can manage to look into the boy's eyes awhile—at least in his conduct. That is, the teacher must put himself or herself in the boy's place and see his conduct as he sees it.

Put a boy up to the teacher's plane of conduct that he may see the heinousness of his own deeds, is likely to leave him hanging in the air without any foundation to dangle on, and he sets his feet to work, devising how he may get his foot on ground once more. We will leave him there to his reflections, and pass to the matters of discipline in the school.

The teacher controls more by the example than by the voice. Let us suppose the teacher is reciting, the teacher must stand so as to see every member of the

class reciting, and also can see all the other pupils who are preparing their lessons.

The habit many teachers have of standing with their backs to the pupils at their seats while hearing a class recite, is a bid to the other children to engage in disorderly conduct. If the teacher has to put work on the blackboard, such a position should be taken as will give a clear view of the entire room. It is an old story "of one eye in the pot and the other up the chimney." Prevention in infinitesimal doses at the right time, is worth tons of cure when there is a danger of a general uprising. In the midst of a recitation, the teacher observes two pupils at their seats earnestly engaging in conversation. Not wishing to disturb the other pupils, she moves quietly, yet apparently without a purpose, near where the two are sitting, and without saying a word, they become painfully aware of her presence. A steady look at the right time and in the right direction will be sufficient to repress tendencies to disorder. But how not to do it, is as important on the other side. The teacher sees John whispering, and she says: "John, are you whispering?" John replies: "No'm," a full fledged bid for lying.

Another cause of disorder, is that of going around through the room and helping children to get their lessons, or in having a continual string of them coming and going to ask the teacher questions about their lessons. I never see a teacher around among her pupils helping them with their lessons but I think of an old hen, hunting bugs for her chickens. The bug-hunting teacher is a positive detriment to the pupils, and why? Think it over, reader, and you will see the force of the criticism. The

right sort of discipline consists in getting each pupil to have a higher ideal in his own mind, and toward which he is continually approaching. This may be expressed differently as, when we are able to substitute a higher motive for a lower one in the mind of the pupil, until he makes the substitution himself, and then he endeavors to live up to his own notion of right. What is right with one, may not be so regarded by another; but each has some standard of his own, and these standards differ widely. Here again the teacher must get near enough to the child to find out what his notion of right is. This is the starting point. No other will do. First know the disease, next apply the remedy, is sound doctrine. Each measures others by himself. He has no other yard-stick and knows no other system. Two extremes are to be avoided. The ends of these are; (1) Do right; (2) a multiplicity of rules prescribing all the down sittings and up-risings of the pupils. The first is too general and too thin; the latter is too minute, and it sets the pupil to work to find something not specified. The cunning of the pupil is matched against that of teacher. The effect is bad. The following are submitted as a middle course and as being sufficiently comprehensive for the government of a school.

1. Regularity in attendance.
2. Promptness in doing whatever is requested.
3. Proper behavior on all occasions.
4. No communication during school without the consent of the teacher.
5. No unnecessary noise in the school room.
6. No immorality.

It is a good plan to have the children give their assent to these rules, explaining first what each means. They furnish a sort of chart or guide to conduct.

If Washington, Jefferson and Franklin saw the necessity of living up to rules, I can not see why school children may not do likewise.

(J. M. G. in *Kansas City Report of Schools*.)

CALIFORNIA SCHOOL OF METHODS.

At the recent meeting of the Board of Directors of the California School of Methods, President Childs and Secretary McGrew presented their annual report of the growth and progress of the school for the last year. The report is full of interesting facts, and we are glad to publish a summary of these for the information of our readers. It is but little over a year since this school began its corporate existence and its growth is remarkable. It is the only incorporated school of the kind on the coast and the second in the United States. Teachers and kindergartners have the fullest confidence in the integrity of the managers and their unselfish aims, and naturally impose in the institution a confidence they could not in a school of private character. In fact, incorporating it lifts it above private enterprises, and makes it a permanent and public institution of state importance. In keeping with this fact, the Board of Directors having full power to grant diplomas and professional degrees, have adopted the plan of granting certificates and diplomas to teachers as a recognition for work done in the summer sessions.

The following facts gleaned from the report and acts of the Board will be of special interest:

1st. The last session was held in the State Normal School Building for three weeks in July. Twenty-two instructors and lecturers were employed. They gave 110 class lessons, fifteen mainly talks, eight evening lectures and two educational councils; and took two excur-

one to Lick Observatory and one to Stanford University. Instruction was given in more than twenty-four subjects. The Normal School Building was cool and pleasant, well supplied with apparatus and is a convenient and excellent place to hold the summer school. Special mention is made of the interest, kindness and courtesy of the Normal teachers and staff. "There were no courtesies lacking and a genial and kindly welcome was extended to all teachers, kindergartners and instructors.

4. Teachers were present from four counties, more than one-third of the territory accessible. The territory drawn extends from Shasta to Los Angeles and from Sierra to San Francisco. The average in attendance over the first opening session at Pacific Grove, is nearly 100 per cent. And the President and Secretary feel confident this ratio will continue until California has as large a school as there is in the United States. The President and Secretary presented out forty-two very neat certificates to teachers and kindergartners who attended and three of these full certificates will entitle the holder to the Provisional Diploma of the Institution under signatures and seal of the Board. The session was marked for its harmony, good feeling, interest and enthusiasm. Teachers and kindergartners all seemed pleased, and returned to their homes refreshed, strengthened, lifted up for their

5. The financial problem has been a great one to solve. It will be remembered the school started without a

Even the cost of postage and stationery, etc. were at first borne by the Secretary. Says the report: "How start an institution without anything, the good talent as instructors and lecturers, pay all expenses and still come

out ahead, and thus place the institution on a financial and working basis, is, we believe, what we have accomplished." Such work of course can not be done without personal sacrifice, and the managers have given their services as a consecration to the work and are to find their pay largely in working for their ideals and for the good of others.

4th. The report makes a special mention of the kindness of the daily and educational journals toward the institution. Full accounts of the work, plans and aims of the school have been published in the PACIFIC COAST TEACHER, Prof. McChesney's *Educational Journal*, and Mrs. Cooper's Report of the Golden Gate Association.

5th. The Board of Directors classified the whole field of work of the institution into three closely related general and co-ordinate departments, viz.: The Summer School, the Educational Council, and the Professional Training School. The two latter are an outgrowth of the Summer School.

6th. The Educational Council is to consist only of scholarly, professionally trained and experienced teachers, who are elected by the Board to permanent membership. It will meet with the Summer School for two or three days to discuss and take action on vital educational questions something after the manner of the National Educational Council. The Council is not limited to a few, but any teacher of qualifications, ability and spirit may become a member on his election and the payment of a permanent membership fee of \$20 to defray expenses. There are no other dues and will be no assessments. There have already been thirty prominent teachers in the State elected to membership in the Educational Council, most of whom have done some work in the California School

of Methods. The first session of the Council will be held during the second week of the coming session of the Summer School.

7th. The Professional Training School will hold its sessions from September to June inclusive and lie under the personal management of Mr. C. H. McGrew, the Secretary of the Board. It will be a distinctly Professional Training School for kindergartners and primary teachers. It will make a special study of Children and the Psychology of Childhood, and the Science, Art and History of Education, and train teachers for kindergarten and primary teaching, putting special stress on the application of the kindergarten system and methods to public schools. There is now a class of thirteen students and teachers in training who will finish their course in June and receive their diplomas according to the action of the Board. The demand for well trained kindergartners and primary teachers for public school work is rapidly increasing, and the California School of Methods can do no greater work than to enter this great field. The number that can be instructed and trained each year will be limited, but the training will be scientific and of the highest order. Thus every teacher and kindergartner in the State can find interesting work and opportunity in one or more of the general departments of the School of Methods. The Summer School will help the growing, ambitious teacher to better work and position; the Educational Council will enable the scholarly and practical educator to expound educational thought and influence and direct educational movements, and the Professional Training School will instruct and train the coming teacher for the new and better education. In this way the California School of Methods will take rank as a

broad, liberal and professional institution in accordance with the letter and spirit of its charter, and do a work that is greatly needed in California.

DR. EDWARD MCGLYNN, speaking of our national public school system, once said:

"I assert that it is a calumny and an outrage to denounce the public schools of America as immoral and godless. It is a notorious fact that will be cheerfully acknowledged by hundreds that the teaching in parochial schools is altogether inferior to that of the public schools.

"If I could reach the mind and the heart of the whole of the American people I would say: Cherish your public schools; listen not to their enemies, no matter whence they come. Make them as complete and perfect as you can. Show no favor to any rival system. If you will not exercise the right to forbid rival systems altogether, at least do not be guilty of the incredible folly of nursing and fostering and actually, by appropriations and tax exemptions, encouraging rival systems. The rival systems, as a rule, are promoted by those who are not friendly to your institutions, by those who, educated in foreign lands, are but half republican or but half democratic. Never be guilty of the folly of dividing your school fund among the various churches and sects. You, in such a case, would be guilty of destroying one of the greatest and most potent instruments for building up and maintaining one great, free, common nationality."

Xmas was first celebrated in the year 98.

There are two freedoms—the false, where a man is free to do what he likes; the true, where a man is free to do what he ought.—*Charles Kingsley*.

Normal Index Department

EDITED BY THE

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Thursday, March 3rd, the long delayed competitive drill between Companies A and B took place in the Normal building, before a large and interested audience. Company A was first, and Capt. Hagan of Company B, National Guards of California, aided by Lieut. Winston, United States Militia acted as judge. Company A, comprised of young ladies, won the first. Both companies did themselves much credit, the captains especially deserving much praise, as they were both having been in office but five days. Much is due Prof. Holway who worked diligently in drilling the companies ever since their organization. Company B now has an invitation to participate in battalion drill with Company A, National Guards of California, some day, and we feel sure that the boys will do themselves much credit.

This month has seen but one lecturer at our rostrum, but though he spoke for a few minutes, Geo. W. Cable made a deep impression upon the school.

He possesses an abundance of what is called personal magnetism. His bright eye and well-modulated voice have the same charm for us that the story-teller has for the child. His manner of depicting Creole scenes and characters shows that he is a great student of nature. His whole being seems filled with the beauty and freshness which he so vividly describes.

Mr. Cable recited a few pages from "Dr. Sevier," in which he carried us to the beautiful South, with its magnolias, mocking-birds, and oranges, and showed us Mr. Richling and Narcisse, who with slight change of dress and name may be found in any place.

"Grand Pointe," the book which he reviewed at the Y. M. C. A., seems to be his favorite one. He recited to a very appreciative audience.

THREE weeks ago a new order of morning exercises was adopted. All notices except very important ones are now written on a bulletin board in the hall, and the time which has heretofore been occupied by the reading of announcements is used on Tuesdays and Thursdays for general singing, and on other days for select reading by some member of the Faculty or of the Senior classes. These readings consist of literary gems on ethics and other elevating subjects. On the birthdays of eminent persons, the reading is to be suited to the occasion. The change is enjoyed by all the students as it gives us, each morning a new inspiration for our work.

The following resolutions were passed by the Middle A 1 Class:

WHEREAS, Our esteemed friends and classmates, the Misses Ida and Alice Waltenspiel, have been saddened by the news of their father's sudden death, therefore,

Resolved, That we, the members of Middle A class, sincerely sympathize with them, and commend them for consolation to Him, who orders all things for the best.

Resolved, That a copy of these resolutions be sent to the Misses Waltenspiel, and that they be printed in the PACIFIC COAST TEACHER.

F. L. TALBERT,
MARION ORCUTT, } Committee.
MAY E. McDUGALD. }

Resolutions passed by the Junior A2 Class:

WHEREAS, It has been the will of divine providence to take to his final resting place Mr. Waltenspiel, the beloved father of our esteemed class-mate Miss Waltenspiel, therefore be it

Resolved, That a copy of these resolutions be sent to the family of Mr. Waltenspiel and also that they be published in the PACIFIC COAST TEACHER.

MYRTIE YOUNG,
PEARL DARLING, } Committee
ELI WRIGHT. }

EDUCATIONAL.

EDUCATION IN AUSTRALIA.

Australia has not neglected the mental wants of the youth of the land, for with a population of a little over three millions, she has 7,000 schools and three universities. These schools may be divided into two classes—Primary and Secondary, with the Primary or State School corresponding to our public school, and the Secondary including all Colleges, Normal Schools, High Schools, and Seminaries.

In the early history of the colonies the work of education depended entirely upon the efforts of the different churches. From the first the Roman Catholic and the Scotch Presbyterian churches have conducted and supported excellent schools. The Church of England was aided both in its churches and its schools by the State. Afterward all schools were helped by the State—many valuable tracts of land were granted for this pur-

pose. Finally came the question of State Schools where education should be compulsory and secular, and within the last twenty years such schools have been established throughout the colonies. The general plan resembles that of the State Schools of Ireland, but each colony has its own method of dealing with questions of tuition and religious instruction. In the colonies in which secular instruction is imparted in their schools, it is undenominational. In Victoria, religious instruction is not permitted in any form, while in S. W. ministers from the various denominations are permitted to meet the children for moral and religious training during school hours.

On one point all the colonies agree, all education is compulsory. Victoria boasts that with her, education is "secular and compulsory." In Australia, New South Wales, and Western Australia, a tuition is exacted, though in all, exceptions are made in cases of poverty, while Queensland and Victoria, gives her education to all children, freely.

The fee charged in the colonies which require tuition, is very small; three cents (six cents) per week is all that is asked of a child to pay.

Before considering these State Schools, it is well perhaps to remember one thing, they are designed as a substitute for the mother country, for the children of the poor. You will occasionally find children of the wealthier class at school, but such cases are exceptional. The children are usually under the guidance of a governess or tutor, until old enough to enter some seminary or college.

The Australians are justly proud of their State Schools, but the equality so strong with us, has not been so fully developed. Perhaps the remarkable case of the little boy who was criticised for

at penmanship, after many lessons with an excellent governess will illustrate this feeling. His looking over a lesson he had at-

to write said, "Willie, I am you are a very careless little boy, you are not trying to learn to

"But mamma," answered "you can read this, and you not want me to write like a State boy!" Very clever reasoning on of the small boy, but "mamma" sensible woman remained unsat-

management of State Schools is at novel to us. In each colony an Educational Department, a of Education and an Educational which is changed from time to time work progresses; and like every se in Australia, educational in- centralized in the large cities. Since, all teachers in Victoria are by the Minister residing in Mel-

The Educational Department ted in that city, attends to the ng and distribution of supplies, the building and furnishing of ouses. Think what it would all the detail of school work for ia had to pass through the hands ate Superintendent and a Board, at Sacramento! While many are to this system and feel that more ould be placed in the hands of rds, the schools of Victoria have successful that no one likes to in- a new system.

course of study in these elementary includes the 'Three R's' with hy, Drawing, Music and Sewing. districts considerable attention to calisthenics and military drill. re use is made of text-books, ldren begin to study Grammar, as they can read, taking the first

page with its definition of Grammar, and learning fine print and coarse, in the good old-fashioned way to the end of the volume.

Great attention is paid to form and neatness in paper work, for throughout the colonies work is judged by examination. Once in so often, schools are inspected, and pupils rigidly examined, and as a result all work is a preparation for this test, which is a veritable nightmare to teacher and pupil as well.

If a school does not make the average grading, there is something wrong with the teacher, if a number of pupils stand above a certain limit, the teacher gains a slight increase of salary. Every thing centers about this one object, leaving little time for originality of thought, or the introduction of new methods or new lines of work.

A few words about their text-books, which are similar to those used in England:—most unattractive, poorly printed books, with few interesting stories or pretty pictures to make lesson learning a pleasure. We should miss our Primary Geographies and Language Lessons, our Sea-side and Way-side, and the dozens of good readers from which we may select. Last year a gentleman was sent from Adelaide to inspect English and American schools, and the specimens of our text-books, that he brought home with him were a revelation to the Adelaide teachers. American Educational Journals are widely read in the colonies and teachers are watching with interest the growing movement on this side of the world, to do away with examinations.

The requirements for a high grade certificate are numerous, and teachers work their way upward as their knowledge and experience and their ability to pass severe examinations increase. Formerly there was a demand for English and

Scotch teachers, but now those trained in Australia are preferred as best understanding Australian children and the work to be done for them. Head-masters, as principals are called, and head-mistresses are usually men and women of broad culture, who come to their work with college and University training.

The pupil-teacher system so extensively used in England is common in Australia. Boys or girls from twelve years upwards teach younger children during several hours of the day, sometimes taking charge of large classes. Their own lessons are prepared at home and recited to the teacher in charge, outside of school hours. After a time these pupil teachers pass examinations and if successful are granted certificates to teach. Sometimes after this, they are on probation for a time and are allowed to assist in correcting papers, and in the discharge of discipline.

Punishment is never severe, but whipping or flogging as it is termed, is commonly practiced.

In the cities the State Schools are fine buildings, and all through the country, neat buildings, well ventilated, and comfortably furnished, testify to the interest of the government in this important work. There is no escape for the young Australian, he must receive the foundation of an education whether it suits his pleasure or not. If a boy shows a taste for study and an ambition to learn, during his work in the Primary, he will have excellent opportunities to go on, for while in most instances, tuition is an item in Secondary schools, provision is made by the various colonies to encourage such boys in their efforts to gain an education. Sydney has an excellent

Grammar School supported by the State,

Queensland supports Grammar Schools as well as Primary. The lead-

ing Secondary schools of the colonies, however are Denominational, — Catholics, Presbyterians, Wesleyans, and of England people, vie with each other in helping to support fine colleges, excellent training is given. Many of these colleges are magnificent buildings with valuable endowments of land.

These leading colleges are all for girls though there are some good schools for boys on a less ambitious scale. For some reason the Australian woman does not usually desire a higher education, though it is well known in Melbourne that when the girls do compete with the boys for University honors the former usually carry off the prizes.

Considerable attention has been given to Technical Schools, or as they are commonly termed "Schools of Mines." Excellent work in this line is done at Melbourne, Adelaide, Melbourne and Ballarat. Chemistry, Assaying, Metallurgy, and the practical study of ores are prominent features, but in connection, classes are carefully trained in other useful arts and sciences.

The universities are located in three cities, Adelaide, Sydney and Melbourne. The Sydney University is the oldest, and like the one in the sister colony of Melbourne, owes its origin to State liberality, though both have since received large gifts for building purposes and for scholarships and prizes.

The University at Adelaide is of a later origin and is the result of a large endowment aided by an annual grant from the State.

The actual attendance at these universities is never large but much good is done on the outside in what we are beginning to know as "University extension" work.

Other important factors in Education in Australia are the Public Lib-

ms and Art Galleries, where all go freely for study or amusement.

The Melbourne library is an extensive institution and with its three reading rooms has an average daily attendance of a thousand. E. E. Morris says, "It is made that it is the freest library in the world. Any one is admitted without recommendation or restriction. Readers are permitted to help themselves to books from the shelves, the exceptions being with respect to massive works of art and medical books."

Sydney aside from an excellent Public Library, there is an extensive Reading Library, from which parcels of books are sent to country regions on payment of a small fee. These libraries are by no means limited to the large cities, each town having its Public Library, just as it builds its State Schools. Sydney lays out its streets and parks. Sydney and Melbourne each has excellent picture galleries, and museums small as yet, but well selected and carefully arranged. Connected with the galleries are good art schools. Much attention is also given to the study of science. Elementary work is done in the State Schools and higher work in fine art laboratories located in the large cities.

In Australia, you will acknowledge, the mother for the development of her children whatever lines of work they choose. The child be artistic, every opportunity is afforded him. If he be practical he has the choice of professions and useful occupations with well-trained leaders to guide him; if he be lazy or lacking in initiative, the law takes him firmly in hand, compelling him to do something for his mental development in child-

LITERARY.

DICKENS AND THACKERAY.

Among the many writers of novels and stories whose works are sure to live through all the coming years, none are dearer to the hearts of the people, nor more deserving of their popularity, than Charles Dickens and William Makepeace Thackeray. With the one notable exception of George Eliot, they excel all other modern authors in their manner of dealing with subjects, and their wonderful delineation of character.

Neither of them had very great opportunities for education. Thackeray, however, having the advantage of a short college course. His ambition, in his younger days, was to become an eminent artist, and for this purpose he traveled extensively in Europe, studying in Paris and in Rome. Although his drawings were of some merit, they lacked the real genius of a master-hand, and the only use he made of his talent in later life was to illustrate his stories, or in his own words, "to illuminate with the author's own candles."

At the age of twenty-five he commenced his literary labors, becoming the editor of a small paper, which met with no lasting success. Unlike Dickens, he was not popular in his first work, but attained success only after many years of patience and zeal in the literary field.

His connection with "Punch" was invaluable to both the editor and himself; to the former, by raising the standard of the paper, so that it could be appreciated by cultured people, and to the latter, by giving him unrestrained practice in writing on all subjects, the result being a great improvement in his style and vigor. His "Snob Papers," and "Jeames's Diary," were published in this paper, and

MARY P. ADAMS.

were received with great delight by all readers. "Vanity Fair," considered his greatest work, was next published in monthly parts, and did a great deal to establish Thackeray's reputation as a clever author.

Dickens was at first a very successful parliamentary reporter, contributing at the same time to a small literary paper. He then became one of the staff of the "Morning Chronicle," in which was published his first work of any value, "Sketches by Boz." These little essays met with such approval that he was encouraged to write "Pickwick Papers," a book portraying the life and customs of the middle and lower classes of society. "Nicholas Nickleby," his next effort was greatly in advance of his former works in regard to the following out of a general plan, and the development of a plot. This story brought before the people the cruel treatment of poor pupils by the cheap schoolmasters in Yorkshire.

Both authors in their writings aim to abolish the social evils and absurd customs of the day, but in what a different manner! Thackeray talks of the matter bitterly and with a sneer; while Dickens, although telling the exact truth, does it with such good-natured ridicule that even offenders are compelled to laugh with him; and it is hardly necessary to say that such treatment of a practice will do more to eradicate the evil than all the satire ever penned. Over thirty years ago Daniel Webster said that Dickens had "already done more to ameliorate the condition of the poor than all the statesmen Great Britain had ever sent to Parliament."

Both Dickens and Thackeray are remarkable for their fine portrayal of character, Dickens, having, however, the added power of dealing with child-life and thought, in this gift resembling

George Eliot. "Little Nell," in "Old Curiosity Shop" is an example. The child is surrounded by all that is evil and malicious, yet she is never harmed by the contact, and her little life is pure and unselfish to the end.

Dickens' characters are peculiarly his own, many of them, especially the humorous ones, being great exaggerations. Whoever knew a "Micawber," a "Pecksniff," a "Tony Weller," or a "Dick Swiveller?" And yet we are bound to recognize all these people as personifications, so to speak, of prominent traits of mankind.

Thackeray, in "De Finibus," says of his own characters, that as soon as he had created them, he seemed to have no control over them; that they "would go in a certain way, in spite of themselves," and that in their independence, they made observations that were a surprise to him.

Like Dickens, he has given us a living galaxy of characters; his "Becky Sharp," "Colonel Newcome," and "Henry Esmond" are brain-children that will always seem real to us.

The characteristics of both Dickens and Thackeray are found throughout their books. Dickens' light-heartedness, his love of the humorous, his sympathy with those in trouble, his desire to raise the lower classes of society to a higher level,—all these impress us in every volume. Thackeray does not bring tears nor laughter so readily as his rival; his extreme sensitiveness, his bodily ailments, and his family troubles had their influence on many of his works. For instance, "Vanity Fair" is full of biting sarcasm and satire, showing the very worst side of the follies and sins of mankind. In "De Finibus," in speaking of himself as a novelist, he says, "Is he not forever taking the Muse by the sleeve

plaguing her with some of his cynical lions? I cry, 'peccavi' loudly and tily. I tell you I would like to able to write a story which should v no egotism whatever—in which e should be no reflections, no cynic- no vulgarity." This wish is real- in his later works, indicating that ad entered upon a more peaceful era is life. "Henry Esmond," consid- by himself to be his masterpiece, is from the cynicism of "Vanity Fair," is the most highly finished of all his ies.

oth authors were successful in writ- books on earlier times than they were g in; Thackeray in his "Henry Es- id," a story of the days of Queen ie, and Dickens in his "Tale of Two es," which is a historic romance of ime of the French Revolution. Each, ne instance, adopted the auto-bio- thical style, "Pseudennis" giving y scenes from Thackeray's life, and id Copperfield" the best of Dickens' ks, being partly the story of his boy- and manhood.

n the whole Dickens has been con- red the more popular of the two ors. His keen sense of the ridicu- his power to cause laughter, to ap- to our sympathy and pity, to draw at the relation of some pathetic little y—all tend to make him the favorite ng novelists.

n the other hand, Thackeray is rap- growing in favor. People have be- to take a greater interest in him, in his works and to appreciate them heir real value. In these later years, iors have imitated Dickens' plan and e, and have been successful in their ings. Walter Besant, in his "All s and Conditions of Men" deals with same classes of society, shows exist- evils, and makes a plan for the

uplifting of the poorer people, socially and morally. As yet, there is no one to take the place of "dear old Thackeray." In one sense, Dickens *has* lived, and Thackeray *will* live. An example of his graceful, masterly style is given in his own tribute to Dickens. "Have not you, have not I, have not all of us, reason to be thankful to this kind friend, who soothed and charmed so many hours, brought pleasure and sweet laughter to so many homes, made such multitudes of children happy, endowed us with such a sweet store of gracious thoughts, fair fancies, soft sympathies, hearty enjoyments? Thankfully I take my share of the feast of love and kindness which this gentle and generous and charitable soul has contributed to the happiness of the world. I take and enjoy my share, and say a benediction for the meal." JENNIE F. GRAHAM.

SCIENTIFIC.

ASTRONOMICAL NOTES.

BY E. E. BARNARD.

Nova Aurige.—The new star in Auriga, after a transient brightness, has begun its downward course, as was predicted last month. Remaining faintly visible to the naked eye for a few weeks, with more or less fluctuations in brightness, it began rather rapidly to fade about the middle of March. On the night of March 15, a careful estimation of its light, made the star 8.6 magnitude. It had therefore within a few days diminished two or three entire magnitudes. The star will undoubtedly continue to fade until it returns to its original light, which probably will be beyond the reach of any telescope.

The astronomical journals are now containing much information about this remarkable object. Its discoverer, how-

ever, is not yet known, an occurrence as singular as it is unique, for even astronomers are always anxious to get glory and credit for their discoveries.

Dr. Copeland of the Royal Observatory, Edinburgh, who first announced the star to the world, says on February 2, in writing about the discovery, "Yesterday an anonymous post card was received here bearing the following communication:

"Nova in Auriga. In Milky Way, about two degrees south of Chi Auriga, preceding 26 Aurigæ. Fifth Magnitude, slightly brighter than Chi."

An astronomer who thus announces an important discovery on a postal card and who refuses to give his name is a curiosity indeed!

In the March number of "Astronomy and Astro-Physics" Professor E. E. Pickering of the Harvard College Observatory, has an interesting and valuable article on the new star and the work done in observing it at his observatory. His paper is accompanied by a fine reproduction of a photograph of the spectrum of the new star. At Harvard College Observatory photographs of the sky are being continually made and they now come in to tell their story of the Nova. Recording to Professor Pickering, upon examining a series of photographs made of that region, in which the new star appeared, for the past six years, quite a history of it is revealed. He says:

"Eighteen photographs of the region were taken with the 8-inch photographic telescope from November 3, 1885 to November 2, 1891. On none of them was star visible, although on all but five, of the eleventh magnitude were visible. It is probable the star was not visible during these six years. Five photographs, on the other hand, taken from November 16, 1891 to January 31, 1892,

show stars of the 12th magnitude. The Nova appears as a bright star of fifth magnitude." It would thus seem that the star rather suddenly appeared about the first week of December since another photograph made on December 1st showed no trace of it, though exposure was too short to show faint star.

According to the unquestionable results of these photographic plates, the star must have been easily visible to the naked eye for nearly two months before its actual discovery! A careful examination of these negatives at the time they were made would have caused the discovery at Harvard College Observatory as early as December 16, 1891.

In speaking of the Spectrum of the new star, Prof. Pickering says "Most of the lines, including the K line and those due to hydrogen, are double. The evidence that this doubling is due to different velocities of different portions of this object is not conclusive, owing to the breadth of the bands. The difference in velocity indicated by the separation of the lines, is about 370 Kilometers per second * * *. Two explanations have been offered of the sudden increase in light of stars of this class—the mechanical theory that it is caused by the approach in collision, and the chemical theory that it is due to volcanic action. The doubling of the lines strengthens the first of the above theories rather than the second."

We are therefore, perhaps, to expect upon the blazing up of Nova Aurigæ due to the collision of two or more bodies in space.

The New Comet.—The comet discovered by Dr. Lewis Swift, Director of the Warner Observatory, Rochester, N. Y. on March 6th will be an object of interest not only to the profession

mer but also to the amateur observer, as it is quite easily visible with the naked eye.

As the comet's brightness does not seem to decrease, if it is not actually increasing, it may be well to call attention to it.

Continuing in its present path it will be about April 1st, be in the head of Capricornus, a little south-east of the stars *Alpha* and *Beta*. To the naked eye, in full moon-light, it appears as a star of the fifth magnitude, and will be easily picked out when the moon is in the morning sky. In the telescope it has a small nucleus and faint tail. Its apparent motion is towards the sun. It will be interesting to those who rise early, to follow its motion and to watch its development should it continue to increase in size. It is visible between 5 and 6 A. M., low in the southeast.

The naked eye double star Alpha Capricorni.—While examining the comet, it will be interesting to work at the star *Alpha Capricorni*, the northern of the two stars in the head of Capricornus. It will be seen to be double with the naked eye, and is a fine object in a small telescope.

Large cluster visible to the naked eye.—As we are in the morning sky near the comet, it will also be interesting to see a large cluster of stars which is visible to the naked eye. It is well to see this cluster, to know what it is, as one carefully examining that region with the eye alone might mistake it for a new comet as it is very much like Swift's, except that it is very much fainter.

This great cluster, thus faintly seen without the telescope, lies about ten or twelve degrees east and south of the "W Dipper" in Sagittarius.

A line drawn through the stars *Tau* and *Delta* of the bottom of the dipper and prolonged about eight degrees to the

southeast of *Tau*, will find the cluster. It will appear as or like a round mass of white light, with no suspicions of the stars that compose it. A powerful telescope shows it to be a globular mass of stars, innumerable and sparkling.

Saturn.—This noble planet is again in good position for observing. To those who have seen the planet surrounded with his glorious rings, the view will indeed be disappointing, yet of considerable interest, as the rings are now almost on edge toward us and appear as a bar of light across the planet. About the 20th of May, the earth will be so nearly in the plane of the rings that to small telescopes they will be invisible—the planet then appearing like Jupiter but far less imposing.

The largest of Saturn's satellites, Titan, is seen in a very small telescope.

The following will aid in identifying it: April 5, Titan will be close north following the end of the ring. Its motion will be away from the planet until the 8th when it will be at its greatest elongation east. At that time it will be about $3\frac{1}{2}$ diameters of the ring following. On the 12th it will pass close south (above) the planet, and passing in a preceding direction, will on the 16th have reached its greatest western elongation. It will then be about $3\frac{1}{2}$ diameters of the ring preceding the planet. From this point it will return towards the planet and pass close north (below) of it on the 20th and will again be at its eastern elongation on the 24th and will return close south of Saturn on the 27th.

In looking for this Satellite, the following, with what has gone before, will aid in identifying Titan during the month of April.

April 4 the Satellite close north (below) the planet. From the 4th to the 12th it will be on the following side of

Saturn. From the 12th to the 20th, it will be on the preceding side. From the 20th to the 27th Titan will be on the following side.

It will be interesting to watch the motion of this Satellite and by carefully noting the times that it passes close north or south of the ball, to verify its revolution period, which is fifteen days 23.3 hours. It appears like a star of the 9th magnitude. The other Satellites are small and would not be seen easily in a very small telescope.

Venus.—During April, Venus will continue to approach the earth and to increase in brightness. The phase is becoming more interesting, but it will not be a crescent until May. On April 5th the disc of the planet will be six-tenths illuminated, and on the 30th it will appear exactly half full. Venus will not attain her greatest brightness until June 2nd.

Mercury is evening star until April 18th. On and about April 5th it will appear as a slender crescent in a good telescope.

The objects previously given will be in fairly good position during April.

Swift's Comet.—It would now seem that there are strong probabilities of this object's becoming a large if not a great comet in the morning sky during April.

It passes its nearest point to the sun on April 27th at a distance of about 54 millions of miles.

It is already a very conspicuous object at 5 A. M., and, as it must increase greatly in brightness, it cannot fail to be of great interest in a few weeks. On the 1st, it will be about 15 degrees north of the stars, Alpha and Capricornus. A casual glance at the east heavens just before day-break will not fail to detect the comet by the 1st of April. If it has an active

nucleus one may expect a fine show toward the end of April.

It now transpires that the new star was discovered by a Mr. Anderson, Claremont street, Edinburgh.

THE NEBULAR HYPOTHESIS

Centuries ago, when civilization was in its infancy, the imaginations of the people peopled the unknown regions of earth with beings, strange and wonderful, and they filled the day with the Sun and the Light; they filled the night with the Spirits of Darkness; they accounted the majestic movements of nature by beautiful stories and parables concerning their gods and goddesses. Volcanoes were the smithies where Vulcan forged the thunderbolts; the sun was a chariot, driven across the heavens day by Helios, the sun god; the moon was controlled by Diana, the queen of the night.

As civilization advanced and men acquired wisdom and knowledge, they put aside these childish interpretations and explained the mysterious in more rational ways. They thought the earth was a sphere around which the whole universe revolved, and this theory, the Ptolemaic, was universally believed for thirteen hundred years. Then, in the fifteenth century, Copernicus advanced his theory, which, with a few alterations, is accepted to-day, by both the unlearned and the wise. Later still Newton's law of gravitation answered many troubling questions, and, last of all, Laplace before us that which has been called "The grandest generalization of the human mind," the nebular hypothesis.

All the matter contained in our solar system is supposed to have existed in a vast nebulous mass extending far beyond the orbit of Neptune. Obeying the law of gravitation, every particle of

ed to fall toward the center, thus giving the entire mass a spherical form. The process of cooling and contraction, with a rotary motion from west to east, is generated. As the body contracted, its velocity increased, and, on the outer portion, centrifugal force overbalanced the attraction of the mass and a ring was cast off." The ring still retained its motion from west to east, and supposing it to be of unequal density, it would gradually separate into fragments. The outer portion of each fragment would have a faster motion in the general direction than the inner portion, and this would cause the rotation of the fragment, on its axis, from west to east. The most dense and, therefore, the most attractive of these fragments would gradually gather the other material into its mass, making, as the ages advanced, a rotating planet pursuing its course around the attracting center. The planet, in its turn, casts a ring that becomes its satellite, or moon.

The great mass repeats and repeats the process till the center becomes so compact and solid that further separation is impossible, and, formed from a shapeless mass of whirling vapor, we have the formation of the great center, with his attendant planets, and they in their turn, cast the centres around which the moons revolve.

This is the nebular hypothesis in general. There are, however, two minor positions that must be considered. If the ring should separate into portions of unequal density and attractive force we should have a number of small planets revolving around their primary in very nearly the same orbits. An example of this is the asteroids. If the ring should be of uniform density throughout, and be evenly balanced about its center, it would solidify as a whole and form a re-

volving ring, as illustrated by Saturn. On this subject R. Kalley Miller says, "The ring would be detached from its primary in a viscid state, and as it would be impossible for it to solidify as a whole, it would break up into smaller fragments which would solidify separately and move in nearly coincident orbits, thus preserving the general form of a ring, although not one of continuous matter.

Viewed from a distance, the nebular hypothesis appears majestic, grand, entire; but question its study, subject its leading suppositions to a rigid examination, and turn away, disappointed.

It offers a ready explanation for the uniformity of motion observed in all the different planets; but the basis upon which this explanation rests is that the nebulous mass rotated from west to east, and yet not one of the most ardent supporters of the theory has satisfactorily demonstrated the cause of rotation. Laplace removes the stumbling block by supposing the sun's atmosphere to extend beyond the orbit of Neptune, and to be already in motion. Helmholtz says that the existence of rotation must be presumed, another writer suggests that, "From the law of probabilities, it is infinitely probable that such an object should really have some movement of rotation."

The moons of Uranus, so far as they are known, rotate from east to west. A small factor, it is true, in an argument against the theory, but still, a skeptic on the subject of the nebular hypothesis may justly demand an explanation before he proceeds to believe.

Again the nebulae that have been observed do not conform to the nebula of the hypothesis. H. W. Warren says; "They have the most fantastic shapes, as if they had no relation to rotation in the

formation stages. There are great gaps in the middle where they ought to be densest."

The same writer also says: "Such are a few of the many difficulties in the way of accepting the nebular hypothesis, as at present explained, as being the true mode of development of the solar system. Doubtless it has come from a hot and diffused condition into its present state, but when such men as Proctor, Newcomb and Kirkwood see difficulties that can not be explained, contradictions that can not be reconciled by the principles of this theory, surely lesser men are obliged to suspend judgment and render the Scotch verdict of 'not proven.' Whatever truth there may be in the theory will survive, and be incorporated into the final solution of the problem, which solution will be a much grander generalization of the human mind than the nebular hypothesis."

KATE SARGENT.

OUR MAGAZINE TABLE.

EDUCATIONAL.

The line between literary and educational articles is sometimes difficult to draw, for all good literary work has an educational value. On the subject of literature for children, Miss Agnes Repplier has a charming article entitled "The Children's Poets," in the March *Atlantic*.

"Nature Study in our Schools is well presented in *Education* for February.

On the subject of kindergartens, we find a popular article on California work and workers, in the *Californian Illustrated Magazine* for January.

One of the most suggestive articles of the month appears in the *American Teacher* for March on the subject of arithmetic. It is written by A. E. Winship.

"About Books of Reference" a subject of especial interest to teachers, is taken up and intelligently discussed by Brander Matthews in the February *Cosmopolitan*.

In the December *Forum* of '91—"Need School Life be a Blight to Child-Life?" and "Is Modern Education a Failure?"

"Picture Work as a Means for Stimulating Thought and Language," *March Popular Educator*, by E. C. White, Boston.

"Use of Devices in Teaching Arithmetic," Mrs. Caroline H. Stanley, Kalamazoo, Mich.

"The Observation Lesson. What? Why? How?" by Miss M. E. Schallenger.

"How We Should Teach Temperance," by Mrs. Mary H. Hunt."

LITERARY.

The magazines of our time are of high literary value, and spare moments are far from lost when spent in reading their discussions of leading topics of the day. In the March number of *Scribner* are two interesting articles, "The Water Route from Chicago to the Ocean," and "Speed in Locomotives." "American Illustration of To-day," commenced in the January number is continued, and is of great interest and merit.

The March *Atlantic* has an article entitled, "Harvest Tide on the Volga," which will be read with great interest now that attention is directed to the famine in Russia, and our sympathies are enlisted in behalf of the suffering people. In the same number appears "Doubts on University Extension." This is a discussion of University Extension in England and America, and will be of special interest to the University Extension Clubs which have lately been organized.

In *Harper's* for March is found the

paper of "Personal Recollections of Samuel Taylor Coleridge." In the *New England Magazine* is an illustrated article by Maria S. Porter entitled "Recollections of Louisa May Alcott." Miss Porter has so endeared herself to the people, both old and young, that anything regarding her life will be read.

Lovers of Bryant will also find in the *Magazine*, "Bryant's New England." This is an illustrated article, well worth reading.

The *Review of Reviews* is the article "Three Eminent Englishmen," which is an illustrated character sketch of the statesman, Cardinal Manning, and Sir James MacKenzie, three Englishmen whose influence has extended to the present day.

SCIENTIFIC.

The scientific journals of this month are usual, well supplied with articles of interest to all those interested in the sciences. The students of science will find a short article in the *Scientific American Supplement* especially instructive. It deals with the "Photography of the Invisible Spectrum."

As a result of the investigation which is there discussed, the "known limits of the invisible spectrum have been extended." In this same paper, among the Editor's Letters a suggestion on Herbarium making is given, who has evidently had much experience. Those collecting plants would do well to read it.

Among the most interesting articles of the *Popular Science News* are the reports from the Agassiz Associations. On different lines of work are taken up by the members make an accurate study of their own localities from geological, physical and botanical stand-points. Astronomy students will find a very

interesting and clear article in the *Scientific American Supplement* on the relative brightness of the planets. The four principal causes for the different degrees of brightness are given and clearly explained.

The March number of the *Popular Science Monthly* among its many fine articles, contains one on Astronomy, headed, "New Chapters in the Warfare of Science." Dr. White of Cornell is the writer. His article appeals to all those interested in Astronomy because it treats of the growth of that science. But the chief value of it lies in the striking comparison we are forced to make between the spirit of toleration that exists to-day, and the spirit of intolerance in past centuries.

"Darwinism in the Nursery" by Louis Robinson M. D., cannot fail to find many approving readers. The article illustrates in a very practical manner the use to evolutionists of observing young children. As the embryo of an animal shows to some degree the race history of the individual, so the habits of very young children, and the young of the lower animals as well, show in some measure, the past history of the race.

ALUMNI NOTES.

Nellie G. Cooley, Jan. '90, is teaching in Klamath City Schools.

Ida M. Love, June '90, is teaching in Palo Alto District, Santa Clara Co.

Leota McCreary, June '91, is teaching in Green District, Fresno Co.

Lenora E. Phillips, Dec. '88, is teaching in Charleston District, Merced Co.

Della Vandervost, Dec. '88, has a school of twenty-four pupils near Fresno.

Anna Grozelier, Jan. '90, has for the past four months been teaching at Smith's Flat.

Lucy A. Barret, June '89, is teaching in the primary department of the Roseville School.

Anna Brittan, June '90, has a school at Alton.

Emma B. Jennings, Jan. '90, is still teaching in the Apricot District, Monterey Co.

Mamie A. Pierce, June '91, is teaching her second term in the Guadalupe District School.

The Primary Dep't. of the Monterey School, is now taught by Belle F. Higgins, Class of '89.

Ida E. Carter, Jan. '91, has been teaching the Christine School for the past five months.

Edwina J. Dufficy, Class of Jan. '90, is teaching the First Grade in the San Rafael School.

Since graduation Minnie G. Moore, June '91, has taught the Monument School in Yolo Co.

Bessie M. Rouse, June '91, has been elected as teacher of the Carneros School in Monterey Co.

Celia Daniela, Class of May '87, has been teaching in the Coronado School, San Diego, Co.

Cornelia Woodard, June '90, is now engaged in teaching her first term of school at Blacks, Yolo Co.

Fannie R. Mansfield, June '91, has just taken charge of the school in Tuttle town District, Tuolumne Co.

Harding M. Kennedy, June '91, has completed his first term's work at Goodyear's Bar, Sierra Co., Cal.

Antony Rose, Dec. '88, is still at school in Ann Arbor, Michigan. He seems to enjoy his work very much.

Mary E. Holmes, Dec. '86, is still holding the position of vice-principal of the Gold High School, Nevada.

Since graduation Alice E. Kelley, June '91, has taught five months in the Franklin School, Contra Costa Co.

For the past seven months Anna McLanahan, June '91, has been teaching in the Mokelumne District.

The Campbell School, Santa Clara Co., is being successfully taught by Edith Whitehurst, Class of Jan. '90.

By some mistake, Miss Mary Gafney, June '89, was recorded as teaching in Ranchita District. She has charge of the Primary Department of the Templeton School, San Luis Obispo Co.

Victoria Guilbert, Jan. '90, has begun work in Paso Robles.

Mrs de la Rosa, '90, has commenced teaching in San Luis Obispo County.

Ila Gray, Dec. '87, has a pleasant school of fifty-five pupils at Yuba City.

Mary J. Gray, Jan. '90, is still teaching the Los Posas School, Ventura County.

Elizabeth Smead, June '90, is engaged in teaching her second term at Waiatoko.

Frank M. Graham, May '85, has just finished five months of teaching at Tehachapi.

The Redwood School of thirty-five pupils is being taught by Charlotte Gleason, Dec. '87.

Sadie B. Honn, Jan. '90, has charge of the sixth and seventh grades in the St. Helena School.

Since graduation, Maggie M. McClintock, June '91, has been teaching Knight's District School, near Grafton, Yolo County.

Mary E. Hyde, Dec. '88, is attending the Leland Stanford Jr. University. She expects to teach again next year.

Selma F. Ingemundsen, June '90, has been teaching for the last five months in Enterprise District, Napa Co.

The Sheridan District School, Alameda Co., is being taught at present by Mamie Russel, Class of January '90.

Emma W. Houlton, June '90, has been teaching since graduation in the Hughes District School, Fresno Co.

Alice S. Kingdon, Class of June '90, has just finished her first four months of teaching in the St. Luis District, Sierra Co.

Laura M. Ivory, June '91, has accepted the position as teacher in the Primary Department of the Polomares School, Alameda Co.

Since graduation Gertrude Connell, June '89, has had the position of teacher in the primary department of the Santa Ana Public School.

Teresa Goodman, June, '90 is not teaching at present, but will return to her school in Polar Star District, San Luis Obispo Co., this spring.

Emma H. Nichols, June '89, who has had charge of the Cayucos School, San Luis Obispo Co., expects to resume work at the beginning of the next term.

A. March, June '89, has a school of 8 pupils at Capay, Yolo Co.

R. Laly, May '28, after teaching three is married January 8, 1892.

E. Westfal, June '89, has been elected tion in a Fresno City school.

W. Brewer, June '91, is teaching in Dieginto District, San Diego Co.

es A. Feely, May '87, is teaching in Star District, San Luis Obispo Co.

Orpha Campbell, May '88, is teaching th term in the San Luis Obispo School.

W. Locke, May '85, expects to graduate e Mass. Institute of Technology in

ret Bowles, Class of Jan. '90, has been in Brown's Valley District, Santa

L. Cull, June '90, has a pleasant school ty-two pupils at Herndon, Fresno

Wightman, June '90, has a school, files out of Healdsburg, which began h.

iza Diggles, June '90, has taught four in the Quartz Valley District School, a Co.

Sept. 4, 1891, Estella M. Murdock, has been teaching at Stowe, San ounty.

ia L. Wight, June '91, has completed t term's work at Bay Point District, rnwall.

h F. Williams commenced her Spring teaching on Feb. 29th in the Liberty Lake Co.

W. Brownlie, June '91, writes that aduation she has been substituting in lejo Public School.

e A. Allen, May '87, has been for the ee years Vice-Principal in the San Lo-school, Alameda Co.

M. Poage, Jan. 91, is teaching in Long District, Monterey Co. She writes e likes her school very much.

da Ryan, Jan. '91, has drifted far away r "alma mater" since graduation. She teaching in one of the public schools of Michigan.

Emma B. Reynolds, June '91, writes that she has just accepted a nine months school at Lee, Elko County, Nevada.

For three months, Mary E. Mahoney, Class of June '90, has had charge of a pleasant school of thirty pupils at French Corral.

Mandilla Gingery, May '87, has just commenced her fifth term in the Primary Department of the Windsor School, Sonoma Co.

Clara F. Thurston, Jan. '90, who has been teaching since July '89, is at present teaching her third term at Indian Creek District.

Melvin Hendricks, Jan. '90, has just a commenced her fourth term of teaching in the Primary Department of the Kelseyville School.

The Intermediate Department of the Glendora School, Los Angeles Co., is being successfully taught by Lizzie A. West, Class of '91.

Julia A. Crowley, May '86, resigned her position as teacher in the Gold Hill School, Nevada, last June, and was married to Robert Wood in July.

Kate R. Smith, June '90, has taught twelve months since graduation. She has taught four months at her present school, Wilcox District, Tulare Co.

Frances Harte, June '89, writes she is one of the three Normal graduates teaching in Eureka, Nevada. She has forty-five pupils in her department.

On the 15th of February, Anna M. Talmadge, Dec. '88, commenced her third year of teaching in the Primary Department of the Guerneville School.

Mamie A. Coughlin, Dec. '87, has finished her third term's work at Warm Springs District, Inyo County. She writes that she is the only Normal graduate teaching in that county.

ALL SORTS.

Why are some of our boys like fish? Sel(l)-fish.

The latest expression of grace—a Senior boys walk.

Who is the Senior boy that aspires to be a Model Bell(e) boy?

First Student,—“What is the principal feature of Emile (a meal)?”

Second Student:—“Beefsteak.”

Debate among Sen. A girls:—"Shall we have large or small beaux (bows)?"

Of what did Job's bed clothes consist?
Three miserable comforters.

Brilliant Senior A,—"A whole bbl contains about twice as much as a half bbl."

Teacher—"And the man's countenance fell."
Little boy: "Teacher, did it break?"

Rule for spelling in Manual Training,—Always put an *s* where there should be a *c*.

A new way of reporting daily attendance,—Eliza Goodall, absent all day in the forenoon.

Information for new teachers,—The first Monday in March falls on the 29th of February.

A scheme for obtaining a school,—Send your own photograph or that of your good looking friend.

"Tell it to us."

(F. G.) "I can't remember it, but it was so funny, te he."

In what state of mind must a Normal student be to entertain company with her hair done up in curl papers?

"I wish I were a Senior,"

Was what the Junior cried,
As one big tear rolled down her cheek,
And heavily she sighed.

Difference between a steam engine and a man, as given by Professor — "A steam engine goes out puffing and a man comes in puffing."

(Funny Girl) "Te he he."

"What's the matter?"

(F. G.) "I heard the funniest joke this morning."

The student who wrote on the bulletin board the notice for a meeting at "3:05 P. M." was evidently thinking of the saying, "Time is money."

Senior B (after coming from Grammar Reviews) "My teeth are like verbs." "Why?" "Because they are regular, irregular and defective."

Pupil teacher—"One of our great men was Benjamin Franklin. Who can tell me what was?"

Small boy—"I guess he must have been a size fighter if he was very great."

"Why is the U. S. Government calling in the dollar pieces?"

Bright Junior,— "Perhaps they want to give the eagle a drink."

Why is the S. F. Mint giving only twelve and thirteen cents for two bit pieces?

Because twelve and thirteen cents make twenty-five cents.

The Index has often reported that Hancock was looking for a Farmer, but we now find in Revolutionary reminiscences that he was a Farmer himself.

One of the young ladies, in sketching a certain young gentlemen last Friday, evidently did not see him at all, as her sketch showed marked features of another person.

"I said to myself,
As I talked to myself,
And myself said unto me;
'Look to thyself,
Take care of thyself,
For nobody cares for thee. '"

The band was playing with great sweetness and expression, when suddenly the trombone broke in with a tremendous toot. The band-master was wrathful. And poor Hans as he gazed with astonishment at a blue fly sailing lazily away from where it had settled upon his music, cried, "Oh! I tot id vas a note, und I blayed im."

READ AND GUESS.

Mrs. C. Denton Bowen

will give ONE DOZEN of her

BEST CABINET PHOTOS

to the first Normalite who answers the following QUERY correctly.

In what respect does the Eureka Photo Gallery, 58 South First Street, San Jose, resemble the State Normal School?

Address or hand answers to Advertising Agent of the TEACHER, 66 South Third Street.

malites! PARTICULARLY The Public! GENERALLY

❧ N. B. ❧

"The Cheapest Place in Town"

IS



The Notion
Store.



rubber tipped lead pencils.....\$	25	Same at 15c and 25c, let us prove it.	
pens, per gross.....	40	Eye shades.....	10
encilage, per bottle.....	5	"Cheapest place in town" for JEWELRY.	
Ink, per bottle.....	10	Princess curling irons, all sizes, each....	10
velopes, for 25.....	5	Langtry.....	10
s extra fine note paper.....	10	Finest bone hair pins, medium size, 6 for	10
tablet, 225 leaves.....	10	Best warranted fast black hose in Sam	
xii.....	10	Jose for.....	25
tic book straps.....	20	Hose supporters, black or white, with	
r automatic stop gauge pencils...	10	belt.....	15
finest perfumes, per ounce.....	35	All silk windsor ties.....	15
ne, 8 ounce bottle.....	15	Vegetable ivory dress buttons, all colors,	
ite Vaseline, 2 bottles.....	15	per dozen.....	5
n Brown Vaseline.....	5	Silk tailor buttons, all colors, per dozen,	5
he Face Powder, best made.....	35	Belts, all colors, leatherette.....	10
Face Powder, Swan Down.....	10	Belts, fine solid leather.....	25
e lunch baskets.....	10	Best assortment of veiling in the city.	
sh French plate mirror.....	25	2 papers hooks and eyes, black or white,	5
stamp boxes.....	15	Coat's cotton, black, white, colors, 6	
spectacles and eye-glasses.....	20	spools.....	25
spectacles, fine quality, hook		Best 25c all silk mitts ever seen here.	
tooth brushes in the State.	40	Ever Ready Dress Stays, 2 dozen.....	25
size, wire hair brush.....	10	Very best dress shields, No. 2....	20
of Scissors in San Jose.	20	Extra heavy all silk gloves.....	50
line, small, fine quality ...	25	Best \$1.00 black corset in California.	
of 35 different styles pen knives.		Best \$1.00 drab corset in California.	
o, three, four blades, pearl, ivory,		Cambric underwear, finest, daintiest kinds	
l handle.....	25	to be closed out at half price.	
arm clock, without warrant.....	95	Great bargain in ladies' white aprons ...	25
alarm clock in the country, war-		Most complete assortment of infant's	
ed.....	1 25	goods in Santa Clara Valley	
ues in 10c combs in the State.		ONE PRICE ONLY.	
		All goods marked in plain figures.	

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ORIGINALITY IN EDUCATIONAL RE-
search has until recently been an
almost neglected factor on the Pa-
cific Coast. Our educators have found
ample employment for their energies in
endeavors to perfect the *machinery* of edu-
cation rather than in searching for its
motive powers. While we have been
building our schools we have been im-
porting our methods. Now, that we
have all facilities, research is in order.
In this branch of educational work, Prof.
Earl Barnes of Stanford University is
taking a decidedly active part. The
sequel may be gleaned from the follow-
ing offer kindly volunteered by Prof.
Barnes. Accompanying the letter was
the first of the contributions of which he
speaks. This, we shall publish in the
May number, as we desire to give it a
more conspicuous position than we can
here. The following is the letter:

LELAND STANFORD JR. UNIVERSITY.

(Department of the History and Art of Education)

PALO ALTO, Cal., March 26, 1892.

Dear Mr. Jury:—

The letters which come to this office
from day to day concerning experimental stud-
ies on children, and other educational matters,
are so intensely interesting to me that I can
not help believing they would be so to many
of your readers. Most of our educational ar-
ticles tell what somebody knows (?) about

something. These letters ask questions, throw
out suggestions and arouse a healthy curiosity
that must drive one to study educational prob-
lems at first hand. They were written for me
alone, not for print, and hence have a fresh-
ness and charm of their own. I have not time
to fix them up—and could not improve them
if I had time. Sometimes I agree with the sen-
timents expressed, and often not. If you
would be interested in printing such matter
from time to time I shall be glad to send it to
you; of course, not until after receiving per-
mission from the writers.

Very truly,

EARL BARNES.

THE GERMAN PRIMARY EDU-
cational Bill, one of most fanatical in-
struments ever evolved from the brain
of a king was formally and deservedly
abandoned recently in the German Lan-
tag. The purpose of this Bill was to
give every child in the German public
primary schools a theological education
in officially recognized faiths regard-
less of the wishes of parents if these do
not subscribe to either of the four or five
official religions. As religion is based
on faith, and faith rests upon tenets and
beliefs, such a law would make it neces-
sary to formulate official definitions of
the fall, atonement, resurrection, sanc-
tification, etc.,—in other words to make
a catechism of the constitution.

If there is one truth that has grown
out of centuries of intellectual oppression
it is that Church and State should be en-
tirely dissociated from each other. The
number of saved in a republic or an em-
pire does not vary with the sanctimo-
niousness of its constitution or statutes.
Oppression has never yet made a single
true convert nor has it ever heightened
the standard of public morality. Such a
law would be a fit appendix to the
methods of zealots who, to strengthen
the church militant during medieval
times instituted the Inquisition. To
many,—a minority undoubtedly—the
German Educational Bill would be tyrann-
ous in its effect, and what unjustly in-

with the *rights* of even one person should have no place in modern

THE TEXT-BOOK DISCUSSION, THE one that is most concerned is least con-

The books are discussed from the standpoint of compiler, publisher, and tax-payer, yet the pupil, whom falls the brunt of the books, is almost completely ignored. Text-books are the companions of children for years of the time, and bad text-books are the nightmare of the big fraction of the third. School books should be as attractive as it is possible for the publisher to make them. Such books are infinitely more good and will require better treatment than those which are badly printed, unattractively illustrated and compiled after the manner of the old-fashioned

CHRISTIAN ANDERSON'S "Bilder ohne Bilder," (Picture Book without Pictures) the latest addition to the Modern Language Series is be-

Of the nature and purpose of the work, Prof. Wilhelm Bernhardt of Washington High School, author of the German and German-English vocabularies, says, "I have found this Picture Book without Pictures admirably adapted to teach beginners the German language and at the same time to awaken an interest in scientific facts, as the stories abound in all sorts of facts from the wide fields of Geography, Ethnology, Archæology and History."

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liable firms and progressive schools alone are here represented, and among this class THE TEACHER is coming into greater prominence as an advertising medium. Educate yourself more thoroughly in your profession either by attending schools or by collecting books, and in the columns of this magazine you will find a guide to the newest and the best at the most reasonable prices.

THE SAN FRANCISCO BUSINESS COLLEGE, the advertisement of which appears on another page, has achieved within a remarkable short space of time a reputation for good work and a growth almost phenomenal. Two wide-awake teachers who attended the National Educational Association in San Francisco a little over three years ago saw an opening for a good business college; the result is that now they have two schools, employ a score or more of the ablest instructors, and instruct between 200 and 300 students all the year round.

LIBERAL EDUCATION.

What should be the marks of a liberally educated man? I assume that, in common with strong characters who are not liberally educated, he has a vigorous will, by which the downward tendencies of his nature are resisted, and the upward aspirations of his soul are sustained and developed. I say nothing further in regard to his moral qualities, although they are closely related to those of the intellect. Five intellectual powers, as it seems to me, should be the property of every liberally educated man.

First, he must have the power of concentration; that is to say, he must be able to hold his mind, exclusively and persistently, to the subject which demands his attention. If this power is exercised in the domain of natural or

physical science, it implies the most accurate observation of phenomena—the finest discrimination of the eye; in mathematics, it implies close analysis of all the conditions of the problem considered; in language, it implies the most attentive regard to the significance of terms and propositions.

The second power of an educated man is that of distribution. The knowledge that he acquires by close attention is of little value unless it is arranged and classified. His possessions must be placed in the groups where they belong, so that by association they may be at command whenever required. The man who knows a hundred thousand facts which have never been reduced to principles is like a millionaire whose fortune consists in tons of copper cents.

Third, the man of liberal education must have the power of retention; that is to say, he must tenaciously hold and remember that which he has learned. It is not enough that he can look up his acquisitions with effort; he must recollect them readily as occasion arises for their use.

Fourth, the liberally educated man must have the power of expression; that is to say, he must know how to state his thoughts so as to reach the minds of others; and this utterance should be equally good whether the pen or the voice be the instrument of communication.

Finally, the educated man must have the power of judging; that is to say, he must be able to make sharp discriminations between that which is true and that which is false, that which is good and that which is bad, that which is temporary and that which is perpetual, that which is essential and that which is accidental. In other words, he must have the power to lay the emphasis where it

belongs, and this will soon bring with it the allied moral power of decision, of making a choice between the one side and the other. All this may be summed up in the one word wisdom.

But again, it is not enough to have these powers. The liberally educated man must also have certain possessions, which will be like the capital of a merchant, useful to him for the promotion of his own enjoyment and for the increase of his usefulness.

First among the branches of knowledge which he should possess, I would name the knowledge of his own physical nature, especially of his thinking apparatus, of the brain and nervous system, by which his intellectual life is carried forward. This implies that he should also have a knowledge of the lasting effects of bodily habits upon mental vigor. He ought to know how best to lead an intellectual life, how best to discipline his body by the proper laws of sleep, diet, and exercise, and by the right employment of those supports which may be helps or may be curses.

Second, he should have a knowledge of his own tongue, of its history and development, of its laws, its idioms, its capabilities, its use. If he knows all the languages of Babel and has not the command of his own, he is most imperfectly educated.

Third, in these days it is important that he should also have a knowledge of other modern tongues. More than two of these would be advantageous, but liberal education absolutely requires that every English-speaking person should have a knowledge of French and German also.

Fourth, the liberally educated man should also be acquainted with the principles and methods of scientific inquiry.

Fifth, a liberally educated man should

something of the great literatures of the world. Whether he acquires that knowledge by the study of the original languages or through translations, he should become acquainted with the masterpieces of poetry, eloquence, history, drama. Isaiah and Paul, Homer and Greek tragedians, Dante and Petrarch, Shakespeare, Cervantes, Goethe, should be his familiar friends, not because he has "read about them" in the cyclopaedical dictionary or in the annals of literary history, but because in hours of leisure he has read their pages, read upon their thoughts, and given himself up to their inspiring influence.

With, the liberally educated man should have a knowledge of the experiences and opinions of mankind. He should know the intellectual history of his country, the slow and wearisome steps by which a civilization has advanced from the barbarism of our institutions and ideas down to the discussions of our own day. It is not true that a "liberal" education is not limited by the period devoted to a technical course or a course in technology. Education begins in the nursery; it goes on in the domestic circle; it continues through high school, college, and university; it only ceases with life.—*Prof. Daniel C. Gilman, Educational Review for February.*

UNION HIGH SCHOOL LAW.

To Provide for the Establishment of High Schools in the State of California.

[Approved March 20, 1891.]

The People of the State of California, represented in Senate and Assembly, do enact as follows:

SECTION 1. Any city or incorporated

town of one thousand five hundred or more inhabitants may, by majority of vote of the qualified electors thereof, establish and maintain a High School; or two or more adjoining school districts may unite and form a Union High School District, for the purpose of establishing and maintaining a High School therein, at the expense of such city or incorporated town or Union High School District.

SEC. 2. When a majority of the Board of Education in a city or incorporated town having a Board of Education, or a majority of the Trustees of two or more adjoining school districts shall unite in a petition to the County Superintendent, accompanied by a petition for the establishment of such High Schools, signed by not less than one hundred resident electors of such city or incorporated town or school district, it shall be the duty of the County School Superintendent within twenty days, to call an election and appoint the officers to conduct the same, for the determination of such question. Notices of such election, not less than five in such city or incorporated town, and not less than three for each district concerned, shall be posted, one of which shall be upon the school-house in each district, at least ten days before said election. Said election shall be conducted in the manner prescribed by law for conducting school elections. The ballots at such elections shall contain the words, "For High School," and the voter shall write or print thereafter on the ballot the word "Yes" or the word "No." It shall be the duty of the officers of such elections to report the result of

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such elections to the County Superintendents of Schools.

SEC. 3. If a majority of such votes be cast in favor of a High School it shall be the duty of the County Superintendent to call a meeting of the Board of Education in such city or incorporated town, if there be one; if not, of the Board of City Trustees or of the Boards of School Trustees uniting, within fifteen days, ten days' notice of which shall be given to each member of each Board in writing, by the County Superintendent. At such meeting the question of locating the High School shall be determined.

SEC. 4. In cities, incorporated towns or Union High School Districts, which have determined to establish such High Schools, an annual tax shall be levied by the authorities whose duty it is to levy taxes in counties, cities, or incorporated towns, the amount of said tax being estimated by the County Superintendent of Schools (or if it be a city having a City Superintendent, then by the City Superintendent of Schools), and by him certified to the proper authorities, on or before the second Monday of September of

each year. And it shall be the duty of such authorities to levy such a rate as will produce the amount estimated to be necessary for such purpose.

SEC. 5. In cities or incorporated towns having Boards of Education, the Board of Education shall have charge of such High Schools. In school districts uniting to form a Union High School District, the Board to have charge of the High School shall consist of the Chairman of the Board of Trustees of each district forming the Union High School District.

SEC. 6. Said Board of Union High School District Trustees shall elect a Chairman and Clerk at the time and in the manner as provided in Section 1649 of the Political Code. For the management of the Union High School the Board shall have all the powers and duties that are now and may be hereafter vested in School Trustees except as otherwise provided in this Act; *provided*, that if the Union High School District comprise but two school districts the Union High School Board shall consist of the Chairman and Clerk of each district concerned.

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7. The course of study of such schools shall be prescribed by the School Board. Said course of study shall be such as, when completed, to prepare its students for admission to the State University.

8. Graduates of the grammar schools of the city, incorporated town or school districts composing the Union High School District, shall be admitted to such High School without examination. Other applicants, residents of the city, incorporated town or Union High School Districts, shall be admitted upon passing an examination, to be conducted by the High School Board and the principal. Non-residents, otherwise qualified, may be admitted upon paying reasonable tuition, to be fixed by the board in charge of the school.

9. Nothing in this Act shall be construed as preventing all the school

districts in the county from uniting to form one or more County High Schools; *provided*, that when any city, incorporated town or Union High School District shall vote to maintain a High School, such territory shall be exempt from taxation to support a County High School; and *provided further*, that if such city or incorporated town or two or more school districts, shall establish a High School prior to the admission of the question of establishing a County High School or schools, the electors of such High School District shall be excluded from voting upon the County High School proposition.

SEC. 10. This Act shall take effect from and after its passage.

BEECHER ON SCHOOLS.

"In the realm of education," said Henry Ward Beecher, "schools are often



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made good for anything but places where happiness is developed. No schoolmaster ought to feel less than this, that every child should twine round about him as the morning glory around its support. Woe is me! I never was happy at school. I hated it with a sincere, genuine, unmistakable hatred, and I do not know but I do yet. The law of making men happy ought nowhere else to be more emphatically inculcated. I think there is no wrong that is so intolerably mean as that by which public men will screw down to the starvation point men and women that are trying to make their living as teachers. If there be one place where we ought to induce people to make a life impression, it is the school. The salaries should be a premium to make it perpetual. Instead of that, we are constantly having raw material."

VALUABLE SUGGESTIONS.

BY A SUPERINTENDENT OF SCHOOLS.

1. Guard against the tendency to assign too long lessons. Ambitious pupils are overworked and soon get discouraged.
2. Let signals be very quiet.
3. Inform the parents through the pupils that they are always welcome in the school room. Dissatisfaction may often be removed by a visit from a parent.
4. Do not send pupils to the principal or superintendent for small offences. Discipline them yourself.
5. Avoid spy system in securing discipline. Allow no tattling.
6. Hold your pupils responsible for what *you see*, and not for what others say they saw.
7. Desks and window sills were not

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ard, entitled "The Present Requirements for Admission to Harvard University." In this very interesting paper the writer speaks of the faults of the present system of entrance examinations and the history of the growth of the present system. He describes clearly the kind of instruction which is required for such examinations. The colleague requires each student who is admitted not only to have a large amount of general knowledge, but at the same time to know how to use this knowledge to the best advantage.

Among other papers in this number are mentioned F. B. Sanborn's "The Emerson-Thoreau Correspondence;" an installment of F. Marion Crawford's long novel, "Don Orsino;" David Thoreau's "Home Scenes at the Fall of the Confederacy;" an anonymous and timely article, "The Slaying of the Teacher;" and some very able reviews of recent books of travel and fiction.

With the exception of the Bible, more than any other book of Uncle Tom's Cabin have probably been sold in the United States than any other book ever published. It has been translated into nineteen languages, and is known in every corner of the Old World and has done more to advance the cause of freedom in civilized countries than any other book ever written. What more natural than that there should have arisen a demand for this book from teachers for their schools, where can best be taught the great lessons which are taught in the Bible. To meet this demand and to place the book within easy reach of all, the

publishers, Messrs. Houghton, Mifflin & Co., of Boston and New York, have recently issued an edition, from new plates in attractive paper covers, at 25 cents, and in cloth at 50 cents, with the usual discount to teachers and for class use. Of this "Universal edition," more than 150,000 copies were sold within the first month of its publication.

USE YOUR OWN METHOD.

You should become as familiar as possible with all approved methods and devices used in the school-room, but not for the purpose of copying them in your own work. Such an attempt will always result in failure. You must be yourself and devise your own methods if you would succeed. You may properly enough use your knowledge of the methods and devices of others as a help in preparing your own. Thus far you may safely go but no farther. This doctrine *The Teacher* has frequently and earnestly urged. But young teachers, and sometimes even older ones, are strongly tempted to use, without modification or change, the cut and dried work that makes up so large a part of some of our educational journals and of the work of some institute instructors, so that it does not seem possible to repeat the caution too often or too strongly. The following extract from the writings of Dr. Stearns, states in an impressive and pointed way what we have in mind:

Good teaching is direct, economical and effective effort to accomplish clearly defined purposes with the pupils who are under instruction. Its excellence does

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not consist in its novelty, nor in its cleverness, nor in its peculiar methods, but in its effectiveness for the specific end in view and in the wisdom with which this end is conceived. This very evident truth is in danger of being lost sight of in the pursuit of new and ingenious methods; and not a few of the aids for teachers published in special journals for their use, serve only to obscure it. They tend to substitute hap-hazard glitter for substantial and consecutive work. They seem to say, "Here is a fine thing all in shape for use; take it into your school-room to-morrow and see if the children will not enjoy it." Many of them are pernicious in their very form. Here, for example is a lesson all worked out in the form of a dialogue between teacher and pupil. If it is used just as it stands it destroys the individuality of the teacher and makes the exercise a mummy for the pupil, since the printed answers must be put into his mouth to the exercise go off properly. The matter of many of these is thoroughly trivial, and the manner of them characterized by a sickly smartness and goodishness which are very obnoxious. Such helps are pernicious. There is no place in any well regulated school-room for these made to order lessons. The best helps for teachers are those which lead them to think upon the purposes of their work and how most effectively to attain them. Those who can not profit by such helps ought not to be found teaching. No educational journal can do your planning and thinking for you; and by attempting to do so it misleads you and weakens you.

If it is judiciously edited it may suggest to you new devices for accomplishing your ends, but you must see how to use them and when. Too many of these even may do harm, since teaching is for the most part straightforward work, not cunning contrivances. Some exercises helpful to teachers may also be proposed.—language exercises, arithmetical problems, exercises in reading, geography and so on. For the most part these are suggestive rather than exhaustive. Ingenious teachers can invent others of the type for their own use as they need them. Endless exercises can be devised in sentence building, false syntax, fractions, etc., but they have only a limited use. They are incidents of teaching, not its main reliance; good if wisely used for definite purposes, but otherwise wasteful and perhaps pernicious. The best helps are always those that help us to help ourselves; and this means that the best helps for teachers are not ready-made lessons to be grabbed off to classes, but discussions of principles, suggestions to be carried out in your own way, stimulating articles with quicker thought or enthusiasm, and whatever stirs you to think for yourself and put your own best thought and effort into your work.—*Our Teacher.*

SUGGESTIONS TO TEACHERS.

1. Small pupils should not be kept sitting idle on the benches. Exert your ingenuity to give them employment.
2. Do not permit small pupils to sit on

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benches so high that their feet can not touch the floor.

3. Make no noisy assertions of authority; and do not threaten. Be quiet, but firm; be dignified, but not distant. Let pupils feel that your friendship is desirable. Talk little, but do what you say you will.

4. Allow no loud talking or boisterous conduct in the room at any time.

5. Avoid wearing a frown. Do not loose self-control.

6. Announce but one rule—Do right! and let any violation of this receive its just punishment.

7. Appeal in general, not to the fear, but to the reason and manhood of pupils.

8. Explain to your pupils that regular, systematic work is the condition necessary to success; that such work is impossible amid confusion; that any disturbance, such as whispering, leaving seats without permission, loud studying, noisy feet, getting drinks, etc., violates the rule of right, by depriving others of the quiet necessary for close study, and must be avoided. Explain that the cutting

benches, marking the wall, tearing down fences, violates the same rule, by damaging property belonging to others.

9. Insist that the pupils have clean hands and faces.

10. Use no favoriteism.

11. Slates should be washed at intermission, and during school hours.

12. Friendship begets friendship; therefore love the children; employ the instincts and activities of their minds; develop an interest for them in yourself; awaken a desire for your good opinion.

13. Give praise where it is due; criticise with gentleness.

14. Set pupils a good example in manner, dress, etc.

15. Be cheerful and kind; but just; the sun shines on all.

16. Form habits; contrive exercises that form habits.

17. Be sure to plan out steady work.

18. Be enthusiastic and always prepared to hear a recitation.

19. Be a student as well as your pupils.

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20. Adapt punishment to the nature of the pupils.

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HOW TO LIVE

Don't worry.

Don't hurry. "To swift arrives as tardy as too slow."

"Simplify!" "simplify!" "simplify!"

Don't overeat. Don't starve. "Let your moderation be known to all men."

Court the fresh air day and night. "Oh, if you knew what was in the air."

Sleep and rest abundantly. Sleep is nature's benediction.

Spend less nervous energy each day than you make.

Be cheerful. "A light heart lives long."

Think only healthful thoughts. "As a man thinketh in his heart, so he is."

Avoid passion and excitement. A moment's anger may be fatal.

Associate with healthy people. Health is contagious as well as disease.

"Don't carry the whole world on your shoulders, far less the universe. Trust the eternal."

Never despair. "Lost hope is a fatal disease."

"If you know these things, happy are ye if ye do them."—*Law of Life*

IN THE CITY OF NEW YORK THE legal school age is from 4 to 21 years. The limit of age for compulsory attendance upon school is 14 years. The estimated population between the ages of 5 and 14 years is as follows. Grammar 103,000; primary, 168,000; total, 271,000. The estimated school population between



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e of increase of cod-fishes; of spar- of elephants; of man; of flies. e flies will devour a dead horse as ly as a lion": 100,000,000,000,000 a the world to-day; in three months air would produce as many. Ten n birds in England; fifty million and birds' eggs die every year, and destruction no traces seen.

ime of final equilibrium, a peace is apparent, not real, and changed a breath; rhythym of adaptation. en increase ceases, extinction may

appearance of species—auk, Labra- duck, sea cow, passenger pigeon. dence of species on species. Clover dent on cats; on New Zealand bees; almon and otter; carp and canvas;

Frees; Water Cress

stitution of Species—Rats; flies in Zealand. No permanence in this; t conditions but phases of change. even's change current of affairs. is return because conditions return. tions never return in the world of

s "tampering" with Nature. Tam- impossible. Man changes condi- but cannot change Nature. Her immutable. By these laws man change or may make species. He works with God's laws can accom- anything. He who strikes as the strike has the force of infinity in his

He who defies them wields a air.

estic animals and plants; species es made by man. Mau changes ons and Nature makes these

Races of dogs; sheep; horses; s; fruit. Goodale's observation. lines of variation anything possi-

ble with time and patience. Pigeons— pouter, carrier, fan-tail, tumbler, frill- back; owl; Each fancier sure of separate origin. Somerville, sheep chalked on a wall. Youatt, magician's wand. Species never return to original condition unless conditions return. Porto Santo rabbits; cabbage; kale; turnip; ruta-baga.

NATURAL SELECTION.

Survival of fittest. Fittest simply fit- test to live under conditions. Nature's method of securing adaptation.

Everywhere apparently perfect adap- tion; never wholly perfect, because still more perfect may come. Change of habitat of animals or plants. Every an- imal and every plant is trying to extend its range in all directions. Each species would cover the world were it not that barriers prevent. These barriers may be mountains, rivers or seas; barriers of na- ture; cold, heat, dryness or storms; bar- riers of climate; opposition of other species already occupying the ground, barriers for the struggle for existence.

Obscurer applications of natural selec- tion. Size of animals. Length of life. Value of death. Immortality and sig- nificance exchanged for specialization and power. Value of sex.

Natural selection perpetually going on. Perpetual better adaptation to conditions. Conditions change and change adapta- tions.

Using term "natural selection" in broad sense we know of no species whose existence it might not explain. Does it explain all? Open questions. Knowledge of past history and events scanty.

Relation of natural selection to pro- gress. No progress where adaptation is perfect. Arises from organic dissatisfac-

RIVERSIDE SANITARY HOME.

Dr. Eli F. Brown, well-known throughout the United States as the author of the most popular series of text books in physiology and hygiene, and as a distinguished teacher and institute conductor, has established a private Sanitary Home at Riverside, under his sole ownership and personal management. Into this home, the residence of himself and family during all seasons of the year, he receives at any time and for any period a limited number of youth or others, who, from any cause, require specific care, and who seek such delicate accommodations as are found only in the most enlightened private homes. Full particulars by correspondence. Address Dr. Eli F. Brown, East Riverside, Cal.

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The Pacific Coast Teacher.

VOL. I.

JUNE, 1892.

No. 9.

CHILDREN'S IMAGINARY COMPANIONS.

A Glance into the Fanciful-Real World of the Child-Mind.

By PROF. EARL BARNES.

(Professor of the History and Art of Education, Stanford University)

"Then out I slipt
Into a land all sun and blossom, trees
As high as heaven, and every bird that sings"

ONE who would study children must have a strong dramatic sympathy.

He must literally become a child again, and casting off the conventions and experiences and theories of the grown-up world he must once more become a natural, impulsive, untrained, unbalanced child. Without this the observations made are mere "formal statements of knee jerks and muscle twitches," to use the phrase of those who deride such studies.

Put yourself then in the place of the child of three or four, and take an inventory of your mental furnishings. You have seen, heard, tasted, smelled, and felt a good many things, but hurriedly, one thing crowding closely on the heels of the others; you are constantly meeting new things utterly unknown before.

You are so used to meeting these new things that you are hardly surprised at anything that appears. To one who has not seen horses, a blue horse is no more remarkable than a black one; a salt tree is no more improbable than a pepper tree. To one who has not been brought

face to face with the problems of birth and death, but who has seen people coming into and leaving his little circle from day to day, quite ignorant of the places from whence they came or the place whither they go, there is nothing remarkable in the creation of a new being.

Nor is it remarkable that a child, associated from day to day with intelligences so superior to his own that he looks up to them as unfailing oracles, asking them gravely who God is, how the flowers grow, and why the birds cannot talk, should long for an intelligence like his own with which he could sympathetically associate. He longs for the companionship of children like himself.

If he has not these companions he may create them.

These self-created, imaginary companions are always interesting to us grown-up observers. The child accepts them so positively, and they are so opposed to our wide experience of what really is, that they seem mysterious and occult; often one has a feeling creeping over

ALTRUISM.

Its value to the species.

The man or animal without altruistic instincts at a disadvantage in struggle for existence. A bounty set on Cain.

Increased value of human life. Cruelty to animals; Bayard Taylor's story.

Books for reference: RAY LANKESTER—"Degeneration."

O. C. McCULLOCH—"The Tribe of Ishmael."

LECTURE V.

THE QUESTIONS OF SPECIES.

Variation of Species: Does one species change into another? The crucial test of the theory of the formation of species by natural laws.

The old idea of species. From Linnæus, *Systema Naturæ* (1758.) The idea of variety. *Homo sapiens*, the aboriginal man, and the five varieties, *europæus*, *asiaticus*, *afæ*, *americanus* and *monstruosus*. *Homo troglodytes*, the Orang-Outang, a second species of man according to Linnæus.

Fallacy of old ideas discovered by close comparison of species. Lamarck. Darwin.

"Species are the twigs of a tree disconnected from the parent stem: We name and arrange them arbitrarily in default of a means of reconstructing the whole tree according to nature's ramification."—*Coues*.

Studies of Darwin. Galapagos Islands: Persistence of Edentates in South America.

Types persist through space and through time. Species change with either space or time. With time, because time gives rise to events which cause divergence. All divergence really dichotomous. With space, because with space come barriers which again produce dichotomous divergence, in both cases

followed by isolation and segregation of characters.

Study of small variations in species. Methods of Professor Baird. Pacific Railroad Survey 1856-8. Mexican Boundary Survey, 1853-8.

Studies of Dr. Joel A. Allen. Species and sub-species. Known presence of intermediate forms sole test of validity of species.

Illustration: Shore-lark, *Otocoris alpestris*, and its varieties: *praticola*, *leucolama*, *arenicola*, *giraudi*, *menilli*, *chrysolama*, *adusta*, *strigata*, *rubea*, *pallida*.

Song-sparrow, *Melospiza fasciata*, and its varieties.

Blue-bird, *Sialia sialis*, *arctica* and *mexicana*, distinct species.

Meadow-lark, *Sturnella magna* and *neglecta*, doubtful species.

The Trout, *Salmo gairdneri*, the steel-head and *Salmo iridens*, the Rainbow trout, *Salmo mykiss*, the "Cut-throat Trout," and its varieties, *lewisii*, in the Missouri; *stomias*, in the Platte and Arkansas, *macdonaldi*, in Twin lakes, *spilurus*, in the Rio Grande, *pleuriticus*, in Utah Basin, *henshawii*, in Lake Tahoe, *bouvieri*, in Waha Lake, and the unnamed "Golden Trout," in Kern River, all varieties of one species; all regarded fifteen years ago as good species.

Catalogue of fresh water fishes of United States; in 1876, 670 species; in 1868, 665; in 1885, 587; now about 560, although 125 added since 1876.

Changes of species similar to changes in words in derivative languages. Thus, Kerasos (Greek), Cerasus (Latin), Ceriso (Italian), Cereso (Spanish), Cerise (French), Cherry (English), Kirsch (German), Kers (Danish), and so on.

Laws of change of words analogous to those of change in species. Left over species in swamps, caves and depths of

constant communication with them. Sometimes these companions are recognized as fanciful creations by the child, but again at times they become intensely real. Thus one woman has told me of a companion who was with her for some years, to whom she was most ardently attached. One day her mother invited some little girls to come and visit at the house, and the girl immediately went and invited her companion to come. She then went to her mother and told her shyly that she had invited Belle to come. The mother laughed and said she had better not have her come. The little girl was broken-hearted, and went away and told her companion in as delicate a manner as possible that she had better not come. Her suffering, was, however, most acute.

It would be a very interesting study to take up one of these cases and trace the origin of the various ideas built into fiction and the laws of association by which the events in its life were brought together, but there is not space here to do it. I wish instead to call attention to some of the educational questions involved in such cases. Let the parents once admit, even passively, the existence of the stranger child, and it must afterwards be treated with respect. The child's world is a chaos; it will take a life-time to bring law and order into it. The mother represents to the child infinite wisdom and law; thus the mother must be consistent. But if this non-existent and irresponsible being is once accepted it may become a very disturbing element in the ethical training of the child. Thus the little girl already mentioned always said when cookies came round between meals: "Olla wants a cookie; and, of course, I must give the company the best." So she would deliberately pick out the largest

and best one for Olla, the one not quite so good for herself. Then she would gravely remark, "Company must be waited on first," so she would gravely eat Olla's cake, and then her own. In this she was perfectly consistent, for she always spoke both parts in conversation with Olla, varying her tone slightly for herself or for Olla. The compound of good and bad motives in the cooky scene is something worthy the study of a casuist. The unselfish selfishness, the abnegation of self in order that self might be gratified is unparalleled this side of the ascetics of the middle ages. But the ethics often became still more involved. Thus mamma missed her tooth-brush and found it in the playground. The little daughter was told she must not take mamma's things out of doors, and was met by the statement that Olla had had it out there to brush dollie's hair. Now if the little girl had really played that Olla took the brush out she told the simple truth and was blameless, but how long before she would be tempted to use such a convenient cover for her own delinquencies?

The intellectual difficulty is almost equally great, for if we discourage these spontaneous activities of the imagination we are in danger of becoming Gradgrinds, and our children will become prosaic and unlovely fact-hunters. Is not the natural play of the fancy and imagination one of the greatest blessings given to man? On the other hand, the child must be led as early as possible to distinguish the real from the fanciful; he must be assisted in the construction of his real world.

In every strongly developed case I have yet found, the child has been brought up alone, away from other children, and so I think we can safely say that the extreme cases are caused by

"There is a grandeur in this view of life, with several powers having been originally breathed by the Creator into a few forms or into one, and that while this planet has gone cycling on according to the fixed law of gravity, from so simple a beginning, endless forms, most beautiful and most wonderful, have been and are being evolved."—DARWIN.

Do these views of life lead to Pessimism? The "*Maladie du Siecle*," "Turning toward Nirvana," "From Sansara, the unabiding pain world, to Nirvana, the world of rest and re-absorption." Brahma fallen from unity and serenity to multiplicity and pain? Is all this a gigantic mistake? "A stupendous blunder of the blind unconscious force, from which there is no escape until the world is hurled back into nothingness by a supreme effort of the human will?"

Sadness and pain in history. "In Duzend Vreezen." "Thousands of times a minute, were our ears sharp enough, we should hear sighs and groans of pains, like those heard by Dante at the gates of hell." (*Huxley*.) "One single pang is enough to condemn the world as worse than nothingness." The animal which won the knowledge of good and evil won a legacy of pain. Purpose of pain to warn us of encroachments of environment. The stream of influences: Pain and destruction follow when we cross them. Inert contact of environment gives pain; activity or conquest of environment gives pleasure. The pain of ennui: "Who sicken of a vague disease, they know so ill to deal with time." "To kill time is to injure eternity." "Pleasures are like poppies spread." Happiness comes from doing, helping, working, loving, fighting, conquering, in its degree; from the exercise of functions; from self activity. "The stern joy which warriors feel." The ardor of explorers and of investigators, of martyrs.

"Fear a forgotten form;
Death, a dream of the eyes.

We were atoms in God's great storm,
That raged through the angry skies."

The argument for optimism is the eternal justice which lies in natural law. Whatever we do is returned to us in our measure. For the results of well-doing let us be thankful: Over the results of ill-doing let us be patient, for our mistakes show how others may succeed. For the accidents of wealth or preferment which may come to us, as the rain falls on just or unjust, by no merit of our own, let us hope that they may not harm us. For every adversity, let us hope to surmount it, and that it may leave us with characters elevated. At the worst "no harm can come to the good man be he alive or dead."

"It was our duty to have the highest." He who has done this never covets a plunge into Nirvana as a relief from the pain of contact with the laws of nature.

"I know of no more encouraging fact than the unquestionable ability of a man to elevate his life by a conscious endeavor. It is something to be able to paint a particular picture, or to carve a statue, and so make a few objects beautiful. It is far more glorious to carve and paint the very atmosphere and medium through which we look, which morally we can do."—THOREAU.

Across the Kentish fields to Down. How Darwin's neighbors regarded him. His simplicity, kindness and unostentatious charities. His burial by the side of Isaac Newton, one of the noblest of the long line of workers in science who have made his own life possible.

Among all who have written or spoken since then, by none has an unkind word been said. His was a gentle, patient and reverent spirit, and by his life has not only science but our conception of Christianity been advanced and ennobled.

"As for myself, I believe that I have acted rightly in steadily following and devoting my life to science. I feel no remorse from having committed any great sin, but I have often and often regretted that I have not done more direct good to my fellow-creatures."—DARWIN.

GENIUS.

RALPH WALDO EMERSON.

Genius unused is no more genius than a bushel of acorns in a forest of oaks. There may be epics in men's brains, just as there are oaks in acorns, but the tree and book must come out before we can measure them. How many men would go to bed dunces and wake up Solosons! You reap what you have sown. Those who sow dunce seed, vice seed, business seed, usually get a crop. They do not sow wind, reap a whirlwind. A man of mere "capacity" undeveloped, is only an organized day-dream, with a plan on it. A flint and a genius that will strike fire are no better than wet stick-wood.

WORK IN LANGUAGE.

Questions for Review of Canto 4, *Lady of the Lake*."

Fear, lady, yet a parting word:
 Chanced in fight that my poor sword
 Reserved the life of Scotland's lord;
 As ring the grateful Monarch gave,
 I bade, when I had boon to crave,
 Bring it back, and boldly claim
 A recompense that I would name."

1. Name the antecedent of the second *it*.

2. Name the object of *would name*.

3. Change the stanza into prose.

4. Who was the *Monarch*?

5. Define *recompense*, *boon* and *crave*.

6. Mark the rhetorical pauses in this stanza.

7. What is the theme of Canto 4?

8. Who are the first two characters making? The next two?

9. Who sings the song of Alice and, and for what purpose?

10. Who wore Lincoln green?

11. Who dies beneath *the birchen tree*?

12. Who was the clansman that offers to the Saxon a *soldier's fare*?

13. What is meant by "hardened flesh of mountain deer?" by "And not the summer solstice there; tempered the midnight mountain air?"

14. What is meant by Moray's silver star," and "sable pale of Mar"?

15. To what Scottish customs do the following refer: "The deer is broke," and "Taghairm"? M. B.

Ninth Grammar Grade,
 Martinez School, Cal.

EXPERIMENTAL STUDIES ON CHILDREN.

EDITED BY PROF. EARL BARNES.

(We present herewith the first of a series of contributions from Prof. Barnes of Stanford University. As affording the best explanation of the character and purpose of these contributions, we can probably do no better than insert again the following letter which appeared in connection with the announcement made in the April number.—Ed.)

LELAND STANFORD JR. UNIVERSITY.

(Department of the History and Art of Education.)

PALO ALTO, Cal., March 26, 1892.

Dear Sirs:—The letters which come to this office from day to day concerning experimental studies on children, and other educational matters, are so intensely interesting to me that I can not help believing they would be so to many of your readers. Most of our educational articles tell what somebody knows (?) about something. These letters ask questions, throw out suggestions and arouse a healthy curiosity that must drive one to study educational problems at first hand. They were written for me alone, not for print, and hence have a freshness and charm of their own. I have not time to fix them up—and could not improve them if I had time. Sometimes I agree with the sentiments expressed, and often not. If you would be interested in printing such matter from time to time I shall be glad to send it to you; of course, not until after receiving permission from the writers.

Very truly,
 EARL BARNES.

A teacher from the South writes: "I inclose some compositions which may please you. They were written by chil-

dren in their first year in answer to my questions—What is the sky? Who lives there? What is going on there? Here is one of the compositions:

WHAT I THINK.

"I think that the sun has a fire inside of it. I can see a man in the moon. The stars are little worlds. If you were up in the stars and look down at us, we would look like stars to you. There are no people that live in the stars, they are only dead worlds. I think Heaven is a very nice place up there. When you die your parents put you in a coffin and bury you under the ground. In a few years your soul will go up to Heaven and your flesh and bones will evaporate. When Christmas comes God gives the children toys. I would like to live up there. God has a long white beard. I would like to see him. When you are bad God won't send angels down to get you, he will burn you up in a fire. There are flowers and vegetables up there. I think thunder and lightning are a great many stars and wind come together.

Angels are just like other people only they have wings and they dress in white. When they come down to get souls you cannot see them. They fly very fast. I would like to see them, they are very pretty. I wish God would come down here and bring us some of the children's toys that are dead."

What an instructive glimpse into the mind of a child this offers.

Another teacher who has been doing some excellent work for me writes: I think you said in one of your lectures that it was claimed that children were born without any moral perception of right and wrong, that they had *to be taught it*. I didn't believe it at all, but now I am afraid it is true. I cannot find any evidence to the contrary. Certainly one gets hold of a very unlovely side of child

nature when he studies the moral and untruthful, selfish, often jealous, and prevailing characteristics of the *prevailing* *editions* of older people, and while the book is smaller the print is a great larger, it is all so familiar.

TALKING "SHOP"

"Teachers talk 'shop' everywhere." This remark has frequently reached my ears. Is it true? As a class, we must deny that it has at least the foundation and, many of us must accord, the element also, on truth.

Passing along the street on one of those beautiful times when Spring goes visiting Winter and takes along her trunk full of bright days and rain breezes, I met a carriage containing one of our most popular young lady teachers and a gentleman not a member of the craft. The breeze bore to my ears a few words as they fell from the lady's lips and I could not repress a smile for they were genuine "shops." My thoughts however, soon took a melancholy turn. Why must the work of the school-room become so indelibly stamped upon the mind, heart and individuality that under no circumstances can it be blurred to the consciousness! No wonder the teacher grows narrow and bigoted when not even the most alluring tones of Nature joined with the voice of Youth, and with Pleasure wooing for a brief dominion, can dispel the care and responsibility the teacher carries.

You say it is a difficult matter to turn your thoughts entirely away from the worry when Jane has steadily refused your best efforts to interest her. John has behaved as if possessed of a legion of imps, and a score of other trials only too familiar to teachers have occurred, besides which you are teaching in the remote country where your own unaided

must bring change of thoughts, but really have not enough energy of to force your mind in other channels and how can you be expected to revolve volubly on other themes.

It is precisely the point. Don't ask God to *force* the mind, but have some-thing you thoroughly enjoy waiting for when the day's labor is ended. Decide on eight, nine, or ten hours if necessary, that your school work relate exclusively to that, then feel that you have earned the right to the sole use of the remaining hours of the day, and that school thoughts and worry have no more business there than knitting has in the schoolroom. Make a hobby in a right-angled direction, and don't carry your school on your shoulders while you ride it. The

will get the benefit of it, never both directly and indirectly. Get some one, not a fellow teacher, to join you in equestrian exercise, and at the same time that you grow fresh and invigorated gain a broader and keener view of the world by contact with ideas formed from a entirely different standpoint. Have a rest sometimes after a hard day exceeded a feeling of relief on meeting a faithful friend who knows nothing of the teacher's trials? Something as you feel you wander among the murmuring waters with the brook rippling over the rocks at your feet and the birds singing overhead? Your troubles begin gradually to grow less until you wonder how they could have appeared so colossal, and you shake them from you and are ready for something else than "shop

struggle with your pupils when your pupils are not those of teacher and student. Not long since I accompanied a back party, among which were several of my older pupils, on a trip into

mountains, picturesque, grand, terrifying in their almost impassable ruggedness. The thorough enjoyment of that day can not be described. I collected geological specimens with my pupils because we all enjoyed it, challenged them to vie with me in feats of daring, sat with them on a sunny bank to dry our feet after wading through a snow bank, and while not a word of books or school was said that day, I could distinctly trace its good effects throughout the entire remainder of the term.

Do not think I undervalue the profession. Far from it. I recognize in it one of the grandest of grand works, but the highest plane cannot be reached by indulging or permitting that nervous despondency or one-sided enthusiasm which underlies "talking shop." The teacher has a glorious work, as wide as the earth, as far reaching as Heaven, and to it he should bring the best energies of a mind untrammelled by petty concerns, unbiased, broad, deep, clear and luring, continually growing and extending in a thousand ways and paths by contact with man and nature. M. M.

LASSEN COUNTY.

MUSICAL SYNTAX.

In my last article, I promised a treatise on "musical syntax," but through the kindness of the editor's scissors, the promise was not fulfilled. The promise has gone forth and as I am of a slightly angelic turn of mind I shall try to fulfill it.

Professor Robert Goldbeck of musical conservatory fame speaking of syntax in an essay on musical art writes: "The correct interpretation and intelligible expression of musical thought depends, mainly, upon a thorough knowledge of musical syntax and prosody. The per-

And yet the memory of that day,
That dappled rainbow day in June,
That one all-glorious afternoon,
When I had gold to give away!

Yes, I have gold. Yet am I sad.
No father now with anxious brow,
No barefoot baby brother now,
To take my gold and make me glad.

Give back that one brief time of old,
Take all for that one afternoon,
When my warm heart was full of June,
And my wee hands were full of gold.

THE STATION DESPAIR.

We must trust the conductor, most surely!

Why millions of millions before
Have made this same journey securely
And come to that ultimate shore.
And we, we will reach it in season;
And ah, what a welcome is there!
Reflect then, how out of all reason
To stop at the station Despair!

Aye, midnights and many a potion
Of trouble and sorrow have we
As we journey from ocean to ocean,
From sea unto ultimate sea,
To that deep sea of seas, and all silence
Of passion, concern, and of care,
That vast sea of Eden-set islands,
Don't stop at the station Despair!

Go forward, whatever may follow,
Go forward, friend, led or alone;
Ah me, to leap off in some hollow
Or fen, in the night and unknown,
Leap off like a thief; try to hide you
From angels, all waiting you there!
Go forward! whatever betide you,
Don't stop at the station Despair!

University Extension Course in Astronomy.

Syllabi of Lectures on Comets, Nebular and
Zodiacal Phenomena.

By E. E. BARNARD.
(Astronomer at Lick Observatory.)

COMETS.

"Satan stood
Unterrified, and like a comet burned,
That fires the length of Ophiuchus huge
In th' Arctic sky, and from its horrid hair
Shakes pestilence and war."

—MILTON.

FORMER SUPERSTITIONS CONCERNING COMETS.

Earthquakes, floods and drouths, epidemics, wars and the deaths of kings were attributed to the malign influence of comets.

"Comets signify corruptions of the ayen. They are signs of Earthquakes, of warres, of chaungying of kingdomes, great dearth of corne, yea, a common dearth of man and beast."

"God and nature intended comets to ring the knells of princes, esteeming bells in Churches upon Earth not sacred enough for such illustrious and eminent performances."

Terrors produced by Halley's comet. The Pope's Bull. The comet of 1769 was considered by Napoleon I as specially created for his protection. The Chaldaens understood the true nature of comets.

THE ORIGIN OF COMETS.

Comets were supposed by the ancients to be atmospheric phenomena, and for this reason, it is said, Ptolemy makes no mention of them in his great work on Astronomy. Their origin is unknown.

The Capture Theory—supposed to be wanderers of space which have fallen within the influence of our sun. The Ejection Theory—supposed by Proctor to be ejected from the giant suns of space through volcanic agency.

ANCIENT RECORDS OF COMETS.

Chinese Records.—They extend back 2,550 years before the Christian era. From 400 before Christ until the 13th century, their records are invaluable for determining the orbits of the earlier comets. These observations were doubtless made for purely astrological purposes.

The Roman and Grecian Records.—Less carefully made and of less value than the Chinese record.

The Bible does not definitely mention these remarkable objects.

accession, we can form our anti-thesis thus:

$B\frac{1}{4} | A\frac{1}{4}, G\frac{1}{4} | F\frac{1}{4}, E\frac{1}{8}, D\frac{1}{8}$

And now we have found out if called natural scale a full period thesis and an anti-thesis, ending ly on the key-note.

reader will at once discover that is done by the application of the part of music—rythm and since rm of measure carries with itself tion of the accent. We have also be most simple parts of a musical melodic, rythmic and dynamic. this rythmic change from quarter nto eighth notes can not only be ed but transplaced and augmented nished is a matter for the reader gh over.

e had the much desired facility of cal staff and necessary types, we feel tempted to submit some speci- of form, and show the subdivisions arases, links and members.

y this short sketch we have awak- in interest on the subject in the of any of our readers we shall feel ve have not written in vain. We ladly answer any questions that e propounded upon this or any branch of musical science.

t time we shall treat, unless red to do otherwise, upon that part ical syntax usually called "meter" all take up the explanation of the ations L. M., S. M., C. M., etc.

P. A.

81, San Jose, Cal.

SHORTENING AND ENRICHING THE GRAMMAR SCHOOL COURSE.

Address delivered before the late School Superintendents' Convention in Brooklyn, N. Y.)

H. RES. ELIOT, OF Harvard University.

may properly use the term short- in either of two senses. In the

first place, the number of grades may be reduced from ten to nine and from nine to eight, so that the combined primary and the grammar school periods shall end at fourteen or thirteen; or, secondly, the studies of the present course may be reduced in volume or in variety, or in both, so that there shall be room for the introduction of new subjects. I observe that both kinds of shortening have actually been begun in various towns and cities, and I believe that both are desirable; if not universally, at least in some localities. The argument for the first kind of shortening is a compact and convincing one—averaging the rates of progress of bright children with those of dull children being the great curse of the graded school, it is safer to make the regular program for eight grades, and lengthen it for the exceptionally slow pupils, than to make it for ten grades and to shorten it for the exceptionally quick. In other words, since holding back the capable children is a much greater educational injustice than hurrying the incapable, the program should be so constructed as to give all possible chances of avoiding the greater evil. Without altering the nominal length of the program in years, a great shortening of the course can be effected for part of the children simply by permitting the capable ones to do two years' work in one. I heard a grammar-school master testifying a few days ago in a teachers' meeting that nearly one quarter of the pupils in his school (which numbers about 650 children) were successfully accomplishing this double task. Such a statement opens a cheerful vista for one who desires to see the grammar-school course both shortened and enriched.

With no more words about the first kind of shortening, I turn to the second kind; namely, the desirable reductions in the volume and variety of the present

sensible effect on their motions. Subjected when at perihelion to tremendous tidal forces. The great comets of 1668, 1843, 1880, 1882 and 1887.

METEORS.

"Among the many superstitions of the early world and credulous fancies of the Middle Ages was the belief that great stones sometimes fall down out of heaven on to the earth.

"Pliny has a story of such a black stone, big enough to load a chariot; the Mussulman still adores one at Mecca; and a mediaeval emperor of Germany had a sword which was said to have been forged from one of these bolts shot out of the blue.

"But with the revival of learning, people came to know better!

"That stones should fall from the sky was clearly, they thought, an absurdity; indeed, according to the learned opinion of that time, one would hardly ask a better instance of the difference between the realities which science recognized and the absurdities which it condemned than the fancy that such a thing could be. So at least the matter looked to the philosophers of the last century, who treated it much as they might treat certain alleged mental phenomena, for instance, if they were alive to-day, and at first refused to take any notice of these stories, when from time to time they still come to hand. When induced to give the matter consideration, they observed that all the conditions for scientific observation were violated by these bodies, since the wonder always happened at some far off place or at some past time, and (suspicious circumstance!) the stones only fell in the presence of ignorant and unscientific witnesses, and never when scientific men were at hand to examine the facts. That there were many worthy, if ignorant, men who asserted that they had seen such stones fall, seen them with their very eyes, and held them in their own hands, was accounted for by the general love of the marvellous and by the ignorance of the common mind, unlearned in the conditions of scientific observation, and unguided by the great principle of the uniformity of the Laws of Nature.

* * * * *

"Stories of falling stones, then, kept arising from time to time during the last century as they have always done, and philosophers kept on disbelieving them as they had always done, till an event occurred which suddenly changed scientific opinion to compulsory belief.

"On the 26th of April, 1803, there fell, not in some far off part of the world, but in France, not one alone but many thousand stones, over an area of some miles, accompanied with noises like the discharge of artillery. A committee of scientific men visited the spot on the part of the French Institute, and brought back not only the testimony of scores of witness or litors, but the stones themselves."

S. P. LANGLEY.—*The New Astronomy*.

ORIGIN OF METEORS.

Formerly supposed to be due to volcanic action on the earth or on the moon in past ages. In general meteors are exceedingly small solid bodies revolving about the sun in very eccentric orbits. They are encountered by the earth in its annual motion and burned up by friction with its atmosphere. Ten million are supposed to be thus destroyed by the earth daily. Increase of the mass of the earth by the fall of the meteoric matter and the result it must produce on the motion of the earth. Famous falls of meteoric stones. Chemical analysis of meteors. They contain many of the metals that are in common use on the earth. All the elements detected in meteors are found in the earth, but their chemical combination is different.

PERIODICAL SHOWERS OF METEORS.

The great meteoric shower of 1833. Prediction of its return in 1866. Due again in 1899. Theories concerning the cause of these great showers.

DISCOVERY OF THE RELATION BETWEEN METEORS AND COMETS.

Tempel's comet and the meteors of 1833. Meteoric showers produced by the fragments of comets. Biela's lost comet and the meteors of 1872 and 1885. Verification of the theory of the cometary origin of meteors. Vogel's Spectrum analysis of meteors. The evolution of hydro-carbon gas by meteors and the identity of the spectrum with that of a comet. Vogel's laboratory experiment.

NEBULAR AND ZODIACAL PHENOMENA.

"This world was once a fluid haze of light
Till toward the center set the starry tides,
And eddied into suns, that wheeling east
The planets."

THE NEBULÆ THEORY.

It is supposed that the sun and worlds

to use the rest of the time allotted for discussing the objections to various changes.

First objection I take up is the objection to a reduction in the time devoted to arithmetic. Many teachers are shocked at the bare idea of reducing the time for arithmetic, because they believe arithmetic affords a peculiarly valuable training; first, in reasoning, and, second, in precision of thought and accuracy of work. The fact is, however, that mathematical reasoning is a peculiar logic which has very little application to common life, and no application to those great fields of human achievement where perfect demonstration is not obtained. As a rule, neither the natural nor the moral sciences can make use of mathematical reasoning. So far as mathematical reasoning is concerned, variety of subject is most useful to the pupils. The substitution of algebra and geometry for part of arithmetic is a clear gain to the pupils so far as acquaintance with the mathematics goes.

Second objection is that there are too many children in the grammar-schools who are incapable of pursuing these new subjects. Regarding that this allegation is true of all children, I have to remark, first, that I shall not know till we have tried, and second, that a proportion of children are incapable of pursuing algebra, geometry, and some foreign language by the time they are fourteen years of age. A curious fact that we Americans generally underestimate the capacity of children at almost every stage of education from the primary school through the high school; the expectation of attainment for the American child, or for the American college student, is much lower than the expectation of attainment for the European child.

At the worst, this objection can

only go to show that it will be necessary to adopt in the grammar schools a flexible instead of a rigid system—some selection or choice of studies instead of a uniform requirement. To discriminate between pupils of different capacity, to select the competent for suitable instruction, and to advance each pupil with appropriate rapidity will ultimately become, I believe, the most important functions of the public-school administrator—those functions in which he or she will be most serviceable to families and to the state.

Another objection to the changes proposed often takes this form—they are said to be aristocratic in tendency. The democratic theory—it is said—implies equality among the children, uniformity of program, uniform tests for promotion, and no division of the same schoolroom according to capacity or merit. I need not say to this audience that these conceptions of true democracy in schools are fallacious and ruinous. Democratic society does not undertake to fly in the face of nature by saying that all children are equal in capacity, or that all children are alike and should be treated alike. It is for the interest of society as well as of the individual, that every individual child's peculiar gifts and powers should be developed and trained to the highest degree. Hence, in the public schools of a democracy the aim should be to give the utmost possible amount of individual instruction, to grade according to capacity just as far as the number of teachers and their strength and skill will permit, and to promote pupils, not by battalions, but in the most irregular and individual way possible. So far from the changes proposed being of aristocratic tendency, they are really essential to a truly democratic school system; for they must be adopted and carried into effect before the children of the poor can obtain equal ac-

cess with the children of the rich to the best education they are capable of, whatever the grade of that education may be. The American grammar-school program now actually prevents an intelligent child from beginning the study of a foreign tongue at the right age. We all know that that age is very early, long before the high school period. It prevents him from beginning the study of algebra at the right age. It makes it impossible for him to get a chance at the right kind of study of natural science. If a boy is not to go to the high school, he loses that chance forever under our present system. If he is going to the high school, he does not get the chance until much too late. The poor boy in the United States should have as good a chance as the child of a rich man to obtain the best school training which his character and powers fit him to receive. Yet the existing grammar-school program actually prevents the poor boy from getting that chance. The rich man can obtain for his children a suitably varied course of instruction, with much individual teaching, in a private or endowed school; but the immense majority of American children are confined to the limited, uniform, machine program of the graded grammar-school. A democratic society was never more misled as to its own interest, than in supposing such a program to be for the interest of the masses. The grades from six to fifteen are an obstruction to the rise, through democratic society, of the children who ought to rise. Uniformity is the curse of American schools. That any school or college has a uniform product should be regarded as a demonstration of inferiority—of incapacity to meet the legitimate demands of a social order whose fundamental principle is that every career should be open to talent. Selection of subjects for the individual, instruction ad-

dressed to the individual, irregular promotion, grading by natural capacity and rapidity of attainment, and diversity of product as regards age and acquisitions, must come to characterize the American public school if it is to answer the purposes of a democratic society. It is further alleged that the changes proposed are chiefly for the advantage of the well-to-do children, whose education is to be carried beyond the grammar school to the high school, and possibly to the college above the high school. They are indeed for the interest of this class of pupils; but they are much more for the interest of the children who are not going to the high school, and for whom, therefore, the grammar-school is to provide all the systematic education they will ever receive. Take, for example, the subject of geometry. It has many and very important applications in the arts and trades. Every mechanic needs some knowledge of it. Its applications are as important as those of arithmetic, if we except the very simplest and commonest arithmetical operations. That the great mass of American children should leave school without ever having touched the subject, except perhaps in arithmetic, under the head of mensuration, is a grave public misfortune. To introduce variety into the grammar-school program is in itself likely to profit the children who are never to go to school after they are fourteen years of age even more than the children who are. A child who is dull in one subject may be bright in a different subject. Thus, a child who has no gift in language, may be keen and quick in natural history studies. A child who has no taste for arithmetic, may prove unusually strong in geometry. One whose mind is not easily moved through purely mental exercise, may be intellectually developed

drawing and manual training. An objection to the introduction of objects is that children are already worked in school. In an address I delivered more than a year ago, I pointed out that there are two effective objections against the ill effects attributed to overwork at school—precautions which it is delightful to see are now more adopted. They are good gymnastics and the systematic use of school hours. School-time ought to be the best managed of all the day, from a sanitary point of view, excepting the hours which the children pass out of school. If the school room were invariably healthier in every respect than the home, we should hear less about overwork at school. There is, however, a precaution against overwork which is quite as important as either of the already mentioned; it is making school work interesting to the child.

Now, there is an apprehension lest the introduction of new subjects recommended should increase existing difficulties in regard to promotion. Parents are sensitive about the promotion of their children. They want the dull ones and the bright ones to be promoted at the same rate. I believe that this practical difficulty should be met in part by the attainment of uniform attainment, or a standard of required knowledge, as a basis for promotion. In Harvard College there is no such thing as a fixed program of study for all students and where, indeed, there is small chance that any two students out of the hundred will pursue the same course of study during their four years of residence. We have long since abandoned uniform attainment as ground for promotion from one class to another. The

sole ground for promotion is reasonable fidelity. I venture to believe that this is the true ground of promotion in grammar-schools as well, and that by the sole use of this principle in promoting, the difficulty now under consideration would be much alleviated, if not done away with. The right time for advancing a child to the study of a new subject is the first moment he is capable of comprehending it. All our divisions of the total school period into years, and into primary, grammar and high schools, are artificial and in most cases hurtful or hindering to the individual. The whole school life should be one unbroken flow from one fresh interest and one new light to another, and the rate of that flow ought to be different for each different child.

JOHN AMOS COMENIUS.

(BORN MARCH 28, 1592, DIED NOV. 15, 1671.)

EXTRACT OF A LECTURE DELIVERED BEFORE THE GOLDEN GATE KINDERGARTEN TRAINING SCHOOL.

By C. H. MCGREW, San Jose, Cal.

I am going to give you a picture of one of the greatest characters in the history of education. But I can not show you the character and genius of Comenius unless I give you a glimpse of the times in which he lived and above which his character towered. Glancing at the date of his birth you will see it was one hundred years after Columbus discovered America and just three hundred years ago the 28th of April last. The reason why I have chosen him as the subject of this lecture, and why his birthday is being celebrated throughout the United States, is that he lived three hundred years ahead of his time. Let us look

commerce are as dens of thieves. Mistrust, guilt, and suspicion stalk through the land, nudus membra. All this has come to pass while we were at college. But we will reform all this sort of thing now. Not this week; for this week the gods look down from high Olympus to see the boat race. Next week the world hold its breath while our base-ball match is played; and the week after that, the sun stands still upon Gibeon, and the moon in the valley of Ajalon, while we play the closing game of lawn tennis for the championship. But after that, we will mount our bicycles, and go forth conquering and to conquer. Life! Is an ocean! Let us, then, cleanse its Augean stables of this blighting leprosy, and beard this lion in the bud, and in the gathering gloom which marks the foot-prints of decay, throttle it in its cradle, ere yet its black wings shall strike its fangs deep into the soil of American freedom, and with a Judas kiss betray our fondest hopes and brightest dreams into the sand-swept waste of this siroco-stricken maelstrom that yawns at our feet, waiting for some self-sacrificing Cur-lins to lay the axe at the foot of this deadly Upas tree that shadows all the land with the lurid light of its basilisk eye, which siren-like charms with its delusive song only to chill into pulseless stone with the Gorgon horror of its icy blast!

DIPLOMAS.

—Board of Education.

MESSAGE TO THE PUBLIC SCHOOLS OF AMERICA.

COLUMBUS DAY.

October 12, 1892.

*To the Scholars of the Public Schools of
the United States, the Executive Commit-*

tee of the Columbian Public School Celebration sends the following Message:

THE SCHOOLS MAY LEAD.

The 12th of October, 1892, the 400th Anniversary of the Discovery of America, ought to be observed everywhere in America.

The day will be marked in Chicago by the dedication of the Columbian Exposition grounds. The day also may be signalized in every town and village in the Republic by a local celebration of which the public school is the centre.

The public schools of the Republic will form the most fitting centres for all these local celebrations. A national public school observance simultaneous with the Chicago exercises will awaken a popular interest in the coming Exposition. Far more important is the fact that the public school has the right to occupy the most prominent place in the celebration. The public school is the one characteristic institution which links all neighborhoods together, and can thus furnish a common bond for a national celebration. The public school is the ripe fruit of the four centuries of American civilization. The public school of to-day sways the hundred years to come.

HOW IT CAME ABOUT.

The first approval of this suggestion came from the public school scholars themselves. When the plan was first proposed by *The Youth's Companion*, January, 1891, thousands of letters were received, testifying to the enthusiasm with which the scholars responded.

The World's Congress Auxiliary of the Columbian Exposition then took up the proposal, calling upon all the people of the Republic to observe the day in their own localities, and suggesting that the public schools be everywhere the centres of the celebration.

re; that the end of education is in-
development; that girls should be
ed as well as boys; that there is a
order of studies best suited to de-
the mind; that education should
with the education of the senses
objective and scientific in char-
hat things to be done should be
by doing them; that training
be practical and all school gov-
t aim to improve the character of
ils; that the mother tongue should
ht and learned first, and by prac-
her than by rule; that all studies
be adapted to the growing capa-
the pupils; that nothing should be
by rote not first thoroughly un-
d; that words should be learned
iation with things; that the con-
ould precede the abstract, the
the complex, the nearer the re-
hat moral and religious training
reme importance; that the teach-
ld be an example in person and
of what he expects his pupils to

es this he wrote the first picture
r children, and the first book on
e teaching; and in his great work
ing has given us the most com-
dy of educational doctrine of any
ore Froebel. In his educational
e attempted the first Cyclopaedia
ledge; and realized a plan for an
onal institution, similar to the
university. In a word he was
those giant intellects that wrote
aned for the centuries to come.
thorities state that he was once
the presidency of Harvard Col-
nile in its infancy. It is an inter-
peculation as to how far his pres-
his country would have advanced
n education. It is probable it
ave advanced educational prog-
entury in America.

"Comenius was a grand and venerable figure of sorrow." Exiled, persecuted, wandering and homeless during thirty years of bloody, terrible and desolating war, he never despaired, he never lost faith, he never ceased to hope. He spent his life in firm devotion to truth, to the great principles of religious and political liberty, and educational reform. He labored with a zeal and a love and an unyielding faith equal to those of martyrs for a better education and a better world. Let us take inspiration from his great example.

IT IS STATED ON CREDIBLE AUTHORITY that half the school boys, or more than half, leave school by the age of eleven years in the great cities of New York, Chicago, St. Louis, Brooklyn, New Orleans, and other cities. On the same authority more than half the children, even under the best organized school systems, do not attend school more than three years.

OF KINDERGARTENS, PROF. WILLIAM T. Harris, U. S. Commissioner of Education says: "In my opinion the Kindergarten should be a part of the public school system in every city in the United States. The ideal Kindergarten should take children at the age of four years and retain them for two years. The character of its work is such as to humanize the children in a way that is impossible for the primary school, conducted according to its methods. The great interest in our management of education in the cities of the country is to reach the children of the poorer classes of people, those who have insufficient dwelling accommodation and no yards for the children to play in. The children of the great tenement houses in large cities are obliged to play on the streets, and the influence is anything but humanizing."

should be floating from every school-house in the Republic.

It is the hope of the friends of common school education that not one public school in the United States will allow itself to be left out in this most memorable celebration.

EXECUTIVE COMMITTEE.

FRANCIS BELLAMY, Chairman, representing *The Youth's Companion*, Boston, Mass.

JOHN W. DICKINSON, Secretary of Massachusetts Board of Education.

THOMAS B. STOCKWELL, Commissioner of Public Schools of Rhode Island.

W. R. GARRETT, Superintendent of Public Instruction of Tennessee.

W. C. HEWITT, Superintendent of Michigan Educational Exhibit at World's Fair.

THE PUBLIC SCHOOLS OF LA PORTE.

BY ALLIE M. FELKER.

In a letter to us Miss Felker says: "W. N. Hailmann, the well known authority upon Primary and Kindergarten methods is City Superintendent of La Porte, Indiana, schools. On this account the enclosed article will probably be of interest to readers of the PACIFIC COAST TEACHER."

Long ago an educator wrote, "As children ought to lose no more time, and should be provided before the school with the preliminaries for it and for life, so must teachers be taught Froebel's educational method as the pre-requisite for their calling, which consists in practicing it. The individuals among teachers who have learned Froebel's method thoroughly have become thoroughly convinced, and faithful, devoted followers and advocates of it. This oft-repeated experience encourages me to hope that the time will come when Froebel, the reformer of education, will find a place in the gospel of the teachers by the side

of Pestalozzi, the reformer of instruction."

Could the author of the above look into the schools of La Porte, she would see how well her prophecy has been fulfilled. During the past seven years in this place Froebel's methods have been interwoven with those of Pestalozzi and other educators. To the observer, the results are apparent. We have never seen keener, more wide-awake children. It is the Superintendent's aim to develop the head, hand, and heart of the child equally. Teachers are faithfully trying to make his plans their own. At the same time they are weaving in their originality and highest, best thoughts.

There are six school buildings in La Porte. These are plain, substantial, brick edifices. The rooms are well lighted, conveniently furnished and tastefully decorated; in the primary and grammar grades the decorations are chiefly the children's own hand work. The high school room may well be termed the pride of the city. Hundreds of dollars have been raised by means of school entertainments and expended upon books, pictures and statuary. Children enjoy being surrounded by the beautiful, and they talk understandingly of authors, artists and sculptors.

Much attention is paid to color and form work. The water-color brush is placed in the hands of first year pupils. Systematically, step by step, the work progresses throughout the grades. Not only is it scientific, but artistic. The head, hand and heart development does not exclude æsthetics.

Form lessons are begun in the Kindergarten. In the low primary grades the desks are covered with a net-work of square inches, as also are the group-work tables in each room. Here the children build with blocks, lay designs in tablets, rings, sticks, etc. Daily dictations are

A cold north wind, one of my little said: "I tell you that wind comes out of the dipper; doesn't it"? At first time I had them notice which way the trees and rocks the damp moss grows on. Besides other things, I asked them to find out all about the compass. The day I showed them one and talked them about it; and they were all the more interested in it, because they had not something about it themselves.

When they knew the principal points of direction, they were ready to draw a plan of the school-room. I gave the children with their slates in the north end of the room, so that the north side of their maps would be north. As I worked with them, I called their attention to the length and the width of the room, the position of the furniture, etc. The day they drew the map alone; and the next day, they were given paper and pencils. In finishing their maps, I had them place the compass on the floor near the wall in order to ascertain how the direction of the walls deviated from the true north. This they indicated on their maps by means of arrows.

For the next day we made a wet sand map of the immediate vicinity, showing the little canon, the creek, the road, the school-house and yard, and the hills. Sand is often used for these maps, but I prefer the wet sand, as it stays where you put it, while the dry map is apt to be jarred at all, or it will be

Each child had his share of wet sand in a box just outside the door, so that we could get a good view. When the maps were finished the sand was put back in the sand box again to be kept for use.

The map should be followed by a map of the district, but there is no place near the school-house that affords a good

view, and even if such a view could be had, we would see nothing more than a succession of hills—not even a house, or a *little* valley. If we wished to find the houses, we should have to hunt around behind the hills and find them one by one; so I was obliged to go directly to the county map. If you live in a valley containing several districts, a map of the valley should follow the district map.

As the coast line was the first thing to be made, I gave them a series of lessons on capes, islands, etc., down at the creek near by. After this came the sand map drill. As before, each child had his share of sand on a box or a board; when I asked for an island, the little hands were busied at once. As soon as it was finished, I asked some one to look at his map and tell me what an island is. This work afforded the children much pleasure, and when they had received enough drill, they were ready to begin the map of the county.

For temporary maps, I prefer sand, but it is very unsatisfactory for more permanent ones. For this map, I used clay. No doubt most of you will find clay banks near by where you can get all the blue clay you need. The clay should first be cleaned of all rocks and grit, and if too moist should be worked a little. Nothing suits the little ones better than such an opportunity to make cats and dogs and all sorts of things during their playtime. They know how to go about it, just as well as you and I used to know how to make mud pies, when we were little. When the clay is thus prepared, it should be put in a large jar, or an old coal oil can and well covered to prevent its getting too dry. We have our modeling desk in the very back of the room right against the wall and above it hangs a large map of the county.

Beforehand note the proportions of the

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A Magazine devoted to the Educational Interests
of the Pacific Coast.

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ORICK'S? No, a teacher's skull.

Wife, I called her. I, a man

"Of able frame,"—an Oakland man,

Once chanced by a solemn fane,

Where meet the schooly men. When quick,

A savage swish did cleave the air,
And following swift upon its heels
Came shrieks, as tho' from severed heads;—
My wife's was one. O God! I fell!
But, being "one of able frame"
I got me up again. And then,
Those skilled to solace did unwind
My swirling brain with sophic threads
So full of knots, that in my pain
I begged them wind me up again.

"Alas! poor man!" I heard them say.—
"O 'twould be sad if his strong arms
Should be injured to toil. Away,
Such thoughts! For resolutions passed
Do plainly state that this one class
Of men are drones. And resolutions
Always breathe the truth; yea, more
Than truth if born of men like us.
Now, if this body know *not* work,
Well then—why then—mayhap, to toil,
This massive thought so fiercely wrung
With perspiration from our brow,
Will goad him on. And may good Zeus
Assist! One thing at least is true,—
As teachers drain from public funds,
Their life must have no private side.
For we, the Board of boardy heads,
A heavenly franchise have, to tread
On private toes."

But, to the skull!

Dull casket of a queenly brain!
Now come to this! And why? Because
Thy husband—lone and world-sick man—
Am whole. Oh, why did'st thou,
When full of pedagogic mind,
Not fly the strong, and with a whoop,
Embrace the lame, the halt, or blind?

A JULY NUMBER OF THE TEACHER will be issued, completing Volume I. We shall endeavor to publish a large extra edition for that month and want the name and address—vacation and permanent—of every teacher in the State. Send in your subscription for next year early, and also your vacation address that we might mail announcements during the summer.

A FEW SUBSCRIBERS HAVE NOTIFIED us that they have not received magazine regularly. In all such instances we have endeavored to correct matters, and ask forbearance and another notice where this has not been done. When it is remembered that in addition to magazine work in San Jose, the editors have been engaged in active work in the school room—one in Alameda and the other in Sonoma county—during the past year, teachers will understand how nearly impossible it has been not to make mistakes. In extenuation, we might say that teaching served as a lamp-post whereon we could twine ourselves in those times of critical moment when we had drunk too deep of the wrong side of our account.

IN ANOTHER COLUMN OF THE MAGAZINE will be found a short account of the recent meeting of the Normal Alumni Association. The action taken by this body on May 28th, concerns every graduate of the Normal School, and will certainly be unanimously endorsed.

A DOLLAR IS A SMALL AMOUNT to you, but it is a corpuscle in the blood that flows through the veins of a magazine. Contribute a corpuscle, and 480 pages of the best and most helpful educational matter published on the coast.

the whole body of facts from the life of the people, which constitute the data of economics."

to meet this demand of the times, which they have, in part, created, our universities are gradually enlarging their departments of history, both in extent and scope, until, to-day, Harvard has with twelve special instructors and offers different courses in historical instruction, grouping under these, studies in political and social science and international law. The relation between these subjects is too obvious to dwell upon. They are by nature inseparable, and mutually dependent. Lieber says, "His- tory is past politics, politics is present history." At Cornell social science is considered of such value in assisting the student to gain a comprehensive idea of history that it is studied by what they call the laboratory method. Pupils are taken to visit institutions for the care of the insane, criminals and lunatics, led to inquire into the causes of the existence of these classes, and thus set thinking as to practical ways of dealing with them. The best modern practice in European countries in the settlement of social questions is now a matter of history of quite great importance, perhaps, as the dynasties of Egypt or of Babylon."

The recognition of the true spirit and educational value of history has led to the rewriting of the histories of many nations, especially those prominent for commercial enterprise or advancement in the arts. Among the resulting mass of books, the student stands bewildered, and asks the questions, "What histories will repay the reading?" "What shall I recommend for our school library?" are frequently heard that it may not be un- desirable to note, in this connection, a book written in the broader spirit, and yet

brief enough to be read in the limited time of even the busy man.

To Mr. Justin Winsor, librarian of Harvard and President of the American Historical Association, we owe the "Critical and Narrative History of America," one of the most valuable historical works ever produced. When complete it will include eight volumes, its scope going beyond what we are too apt to consider all of America, and embracing Canada, Mexico, Central and South America, and the West Indies. In it events are treated in two ways, descriptively for the general reader and critically for the scholar. In its preparation, the co-operative method has been employed—in which, under one directing head, the different periods of history are written up by men eminently fitted for the work assigned them; still though not the work of Mr. Winsor's hand, it is no less the offspring of his brain, for it was he that devised the plan, selected the specialists, and added many of the brilliant touches that give the work vigor and grace.

This tendency to special lines of work in historical research, which has made possible the co-operative plan in writing history, is the direct outcome of the rapid making of history in the present century and the growing distrust with which scholars regard works not based upon individual examination of original documents.

Side by side with the "Critical and Narrative History" stand the works of Schouler, McMaster, and Lossing. The first of these treats of American history from the War of Independence to the great civil conflict in 1861, and aims to give in a true sense the history of the American people, "their virtues, errors, and wonderful development." In his preface the author pledges an honest purpose to deal impartially with men and

With regard to fuel: A school cord of wood or ton of coal is remarkable for its *shortness*. When a farmer agrees to furnish a cord of wood to a school for fifty per cent. more than he can get for a cord elsewhere, he gathers a load of *one hundred* cubic feet of snags, the residue of his wife's summer wood-pile, and dumps the assortment at the school-house door. Here it lies, the rains come and it loses its only virtue—dryness.

In the furnishing of stationery, large sums are squandered annually. Small districts usually buy their stationery of small country dealers who are not satisfied with a profit under two hundred per cent. We see no reason why the County Superintendent could not be empowered to make an estimate of the character and quantity of supplies needed, invite bids and supply each district with what is needed upon the requisition of the teacher. Report blanks, registers and other stationery is furnished to the schools in this manner; why not all stationery?

We think we are perfectly safe when we say that fifty per cent. of the library funds is annually wasted. Wasted in the purchase of nonsensical apparatus and unsuitable books.

The average trustee seems to fall an easy prey to the suave book agent or canvasser. He seems to exercise reasonable judgment in the purchase of a blooded calf or a buckeye mower, but when it comes to books, tellurians and object-charts; he is usually *ab normis sapiens*.

A wondrous monument to the memory of Galileo might be built with the disjointed, unscientific tellurians owned by our schools. Any new piece of apparatus, any new book so long as it is large and upon a profound subject, any chart with highly colored plates is eagerly

There is no reason why the expending of this fund could not be done properly; these supplies should be purchased by the County Board direct from the publishers in large quantities and then distributed to each school needing the same. What is proper to have in one district library is also proper to have in the library of the adjoining districts.

The books to be found in a school library should not depend upon the whims of a board of trustees. We have seen school libraries that consisted for the most part of books of travels; other libraries consisted of books on history or of fiction. We remember an instance where the library fund consisted of about \$10. The teacher wished to purchase some supplemental readers. But no, the trustee had never read "In Darkest Africa" so the \$10 went for "In Darkest Africa." There was not a pupil in the school that was able to read such a book.

Trustees often begin to economize. Strange to say they begin to do so in the same manner—by cutting down the teacher's salary. Schools should be classified and the *minimum* salary for each class fixed by law. As it now is, teachers with 30 pupils often get as much as teachers with 60 pupils. A teacher's salary depends upon the caprices of the trustees. Money is wasted by being withheld from good teachers.

In conclusion we would say the reason why so much money is wasted is the cause of non-uniformity in business essentials. Things are conducted on a hit or miss plan. Nothing is uniform except our State series of text-books—they are uniformly bad.

We would all be great men if we could be measured by the great things we intend to do to-morrow.—*Atchison Globe*.

ry. Combining scientific accuracy with a graceful, readable style, they tell the "story of each land, illuminated with the side lights that poets and novelists have cast upon it." The best of these may be mentioned in the volumes on "Chaldea," "Thebes," "Greece," "Persia," "Egypt" and "Norway." So far but one carelessly written book has crept into the market and that will, no doubt, soon be

replaced by ones written especially for children. It is a noteworthy feature of the present treatment of the subject, and one which follows directly in the train of the "Education." Of this class of books are Dickens' "Childs History of England," the pioneer, though most unrepresentative. A modern critic says, "If you want your child ever to have a clear comprehension of English history, keep Dickens' out of his way," and exaggeration and mingling of the real with the half mythical can only result in confused ideas.

Some of the most attractive, and at the same time reliable, children's histories are Warner's "Greece" and "Rome," and his works of the same title; E. S. Martin's "Chivalric Days," Historic Boys, Historic Girls; Mara L. Pratt's "Our American History Stories," the "Boys of '61" and "Boys of '61," by Coffin. These authors make no claim to scholarship, but treat the subjects in a sprightly, lively manner sure to interest the child, arouse his curiosity, and cultivate his taste of reading history by creating an interest for it, thus laying the foundations for the enjoyment of more scientific history in future years.

Even those of us who obtained our first knowledge of history from Scott's delightful novels will not feel disposed to underestimate the value of historic novels.

We have all read Kingsley's "Heward," Thackeray's "Virginians," Bulwer's "Harold," and wept over that most touching story of the French revolution, "The Tale of Two Cities," but with the later works of Ebers we are perhaps less familiar. Through his efforts, many who would otherwise have remained in ignorance of ancient oriental civilization have been enabled to penetrate the "secrets of these nations, and talk the very language of their people." In "Narda" the reader is initiated into the mysteries of the Egyptian priesthood, and gives a general view of the institutions of the country during the reign of Rameses II. "Serapis" pictures Alexandrian life in the fourth century, dwelling upon the principal events of the times—the change of the people from idolatry to Christianity, and "An Egyptian Princess" emphasizes the superstitions of that nation during the Persian rule. For a spirited and faithful account of Jewish history during the time of Christ, we turn to Wallace's "Ben Hur."

This list of books might be continued almost indefinitely, but enough has been given to show that the handling of history at the present time is such as to appeal to almost every grade of intelligence. In its philosophic representation we feel that the keynote of progress has been sounded, and, however the future may modify this treatment, the old routine has been overthrown and history can never degenerate into the dry enumeration of battles lost and won, which characterized the old regime, but will continue to deal with "the deep, grand principles that breathe in every page of the world's history."

The scholar without good breeding is a pedant; the philosopher, a cynic; the soldier, a brute; and every man disagreeable.—*Lord Chesterfield.*

OUR FLAG.

(AN ADDRESS TO COMPANY B.)

Young Gentleman of Company B.: It is my happy lot, in behalf of the donor, to present to you this beautiful flag, the emblem of your country.

Outside of family ties, no earthly thing is dearer to the heart of the true patriot than the symbol of his national life; and this flag is specially dear to us for all it has gone through and for what it symbolizes. It was adopted by Congress on the 14th of June, 1777. In the same year it was unfurled to the ocean breeze by Commodore Paul Jones in his wonderful cruise in the "Ranger."

It saw the surrender of Burgoyne and thus received its baptism of fire and blood.

At the mast head of the "Constitution," and other vessels in our little navy in the war of 1812, it won for itself the honored name of "Old Glory."

At the front regiments in our great civil war, it inspired the boys in blue as never before were soldiers inspired. It now waves alike for both blue and gray over a happy and united country.

When it was first adopted, the English language was spoken by fourteen millions of people—three millions of which dwelt under its shadow in honest poverty but with sturdy and patriotic hearts.

Now, 115 years have passed away, and to-day, the English tongue is spoken by one hundred of millions of people, sixty-five millions of which, dwell in peace, prosperity and freedom under the folds of this, our Star Spangled Banner. The history of the world has never before recorded for any country a century of like progress.

In accepting this flag as a gift of re-

membrance, may you adopt the symbolism of its colors as your own. What these colors signify, was explained by the designer, Benjamin Franklin, when he presented it to Congress on a June morning in the memorable year of 1777. The thirteen stripes represent the thirteen original English colonies, the nucleus of a great confederation yet to be. The stars a new constellation yet to be, to grow larger and brighter as the years rolled by.

Red is courage, the noblest of man's endowments; white is integrity of purpose, sterling honesty. Blue is constancy, that quality of no variableness of purpose, no shadow of turning. And, said Franklin, "success attend the nation in whose life these colors are woven."

"Flag of the free heart's hope and home,
By angel hands to valor given;
Thy stars have lit the welkin dome
And all thy hues were born in Heaven.
Forever live that standard sheet!
Where breathes the foe but falls before us,
With freedom's soil beneath our feet,
And freedom's banner waving o'er us."

Receive this, your country's emblem; honor it, cherish it, love it. Live by it, live for it. Let no act of yours ever cause it to wave less proudly.

ABBIE LORENTZEN.

EDUCATIONAL.

DR. WINSHIP'S LECTURES.

JUNIOR CLASS.

OUTLINE OF EDUCATIONAL WORK.

Just at present, America's greatest need, educationally, is leaders, men, who, in the broadest sense of the word, shall be educational philosophers. By the philosophy of education is meant the dealing with educational forces and their relation to religion, politics, business, and all other phases of life.

taken place since last October, of them so violent as to cause an incalculable amount of damage, accompanied by fearful destruction of

When we look upon these upheavals—tremblings from the foundations of earth—as Nature's great process of silent building, and try to conceive stupendous work that throughout ages is slowly going on, our feelings are mingled with reverence, "For the roughest of the hills is His also."

MRS. FLORENCE SMITH.

OUR MAGAZINE TABLE.

EDUCATIONAL.

old education, giving exclusive attention to the languages, made one-scholars, very much as if it had lopped up the students' right leg to make hop on the left. Clarence King is the comparison, in his article, "Education of the Future" in the *Forum*. "The 'New Education' in devotion to the sciences, so he says, only ties up the left leg, and compels student to hop on the right." King's thought that the languages receive their share of attention would hardly be needed in the ocean.

Interest to teachers, if only by way of contrast, is "Some Talk about English Public Schools," in *Harper's Magazine* for April. "Effective Vision in School Children," in *National Review* for April is a good paper on a subject of grave importance. *Education* for March has a broad article headed, "What is Reading?"

School Journal, April 2, gives one Alexander E. Frye's welcome papers on geography work. He explains the railroad maps, production and

others, that may be used in fourth years work.

The *American Teacher*, April, has a number of helpful articles, among them, "Modern Juvenile Literature," "A Boston School," (on drawing from objects), "Writing in the Lower Grades," by the author of "Appleton's Penmanship," and suggestions on nature work appropriate to the season.

LITERARY.

Perhaps a business person finds that he has a few moments to spare, if so, these moments might be profitably spent in looking over the popular magazines of to-day.

In the *Atlantic Monthly* for April is an article by Leverett W. Spring on "Literature and The Ministry," as the question of "Bible Reading in The Public Schools" is an important topic just at present, it would be well for those who are interested in the subject to read this article.

"Some Talk About English Public Schools" will be found in *Harper's Monthly* for April. In this article is given the three stages of instruction of which an ideal system of education would consist. In the same number of this monthly is also found "The Last Days of Percy Bysshe Shelley," which is a very touching description of the death of this noted poet.

One wishing to know about the "future gold field of the world" should read "The Golden Mashonaland," an illustrated article by Frank Mandy, in *Scribner's Magazine* for April.

The leading article in the April *New England Magazine* is "Annals of an Ancient Parish" in which is given an account of early New England history. This sketch contains illustrations of the homes of some of our countrymen who

and a teacher's eyes must be kept open for new things which will be permanently helpful. Many fads actually burden the teacher.

Extemporaneous Devices.—Born teachers, as the common expression is, are those who can extemporize a device in an emergency. They have no use for Normal Schools, for what does not come to them is not worth having. Such teachers are not necessarily the best workers, for they need the stimulus of an emergency to bring out their genius and the tendency of modern times is to eliminate emergencies. Indeed, such persons are sometimes the weakest of teachers, for they are prone to conceit and a dislike for the patient working out of results.

It is one of the weaknesses of our human nature that we delight in taking the conceit out of others, while we resent a similar treatment by others.

Classical Devices.—Classical devices are those that have stood the test of time. All old things are not antiquated, on the contrary, the presumption is that if a thing is old it is good. Do not have an itching for newness. A new thing is not necessarily good, and like new varieties of roses, it is very apt to run out. The standard types are the most permanent. Preparation for teaching consists primarily in equipping the student with all the classical devices available.

The first test of a device is whether it will save time. Fight shy of any device that is a burden. We are already working the profession so hard that teachers have no time to grow. In most of the so-called "Busy-work" the teacher does four-fifths of the work. It is a capital name, for such work keeps the teacher eternally busy.

The second test of a device is the probability of its being permanent. Many

schemes for teaching are too weighty to endure. The first class to which they are applied does well, but after that they gradually disappear from sight.

The third test is whether it will have a tendency to bear upon all the children equally. According to Pres. Eliot, individual instruction is the ideal, but the whole idea of civilization is in opposition to this, for civilization is the utilizing of one for the many. The ideal learning is in the companionship of others.

We may summarize the foregoing by saying that the perfection of a device is to guide the largest number of children to do their most and best in the least time, so that it will be of service for the longest time, and all with the least effort and exhaustion on the part of the teacher.

Two principles should guide the teacher in his work:

1. Teach all for each.
2. Teach each for all.

In every school there are children who tend to hold back the class. By reason of sickness, lack of ability, or some other cause they have "Got out of the procession." The teacher must devise some means for removing the friction that such children cause. The best suggestion on this subject was made by Supt. Cogswell of Cambridge. It was to the effect that in every large school there should be one unassigned teacher. This teacher should be an expert and be paid as such. His sole work is to help children, who need special assistance, either for a day, a week or a month. Such a plan does justice, not only to the dull ones who are a drag on their classes, but also to the very bright ones whom a little assistance may help to gain a year through promotion.

METHODS.

A method differs materially from a device. A device is a help over some spe-

difficulty; it has no projective power. Method has no reference to a special end, it is entirely projective. A device is near end, a method a distant one. Method seeks the greatest good to the greatest number at long range.

Reading is properly taught by the sense method only. When a child sees letters as words, and words as sentences done something; but method has no end in itself until he sees a paragraph, a page, a book. No person is a method until he takes a book as a whole.

Cook is a master of the art of reading. A book should be read three times; first, skim it through to get the general thought; next, read every paragraph in it, and lastly, skim it through picking out the choicest thoughts. This is the art of not remembering what you read. If you read a book and get something out of it without remembering it, you have accomplished something.

It is of utmost importance that we know how to reform our methods. A teacher reforms his methods every year. He is a most happy man who can make a reform without wasting the greater part of his strength in decrying his old method. There are some men who always honor and glorify the things they have done. Most of the so-called new methods in education are the cast-offs of other times. That teacher is really wise who can adopt the new without condemning the old, for ten to one it will go back to it.

Across the Ohio river at S— there is a bridge fifty feet above the river, over which there was a heavy traffic. Some time since it became necessary to replace the wooden trestles with iron, but the traffic must not be stopped. The old engineer's men were paralyzed at the problem; but a young man said to the company, "I will build your bridge without stopping a sin-

gle train." And he did it. Carefully timing the trains the workmen slowly proceeded, replacing the timbers one by one. The seemingly impossible task was successfully accomplished by patience and grit. We need just this kind of reform in education, the quiet replacing of the inferior by what is good, without wholesale destruction and friction.

Arithmetic is just now under fire. We must learn to teach it four times as well, and in less time than it now takes. We need time for new things. We have not made a beginning in introducing things into the school curriculum.

Arithmetic is important practically, and besides that it is an exact science and we need it. We know that the child will not have to unlearn it. Definitions are not needed in teaching arithmetic. Twelve is the unit of number work. It is the basis of practical work in fractions. Learn to distinguish between the child's way of knowing a thing and your way of knowing it; then work from the child's basis.

PSYCHOLOGY.

Our knowledge of the world around us is derived mainly from our powers of perception and conception. The products of these powers are known as the percept, the concept, and the appercept.

Perception means to *catch on*. A dull person may see a thing without perceiving it. The art of remembering names and faces is very important. The most successful men and women in public life have this art to a remarkable degree. The power of perception must be active, or the world around is vague and indistinct.

Conception means to "hold on," to "stay with." Our intellectual wealth consists in the number and perfection of the concepts which we have derived from our experience in life.

Apperception is a comparatively new term, and one upon which psychologists have wasted a vast amount of discussion without ever coming to an agreement as to its meaning. It is one of the educational mysteries. It may be said to be the *getting ready*. In school work we need constantly to study the association of the hour that we may prepare the way for what is coming. A word in advance will often make a fact signify something. For instance, a friend in Boston tells me I shall probably meet his cousin, Grace Smith, at the California Normal. As the students pass before me and are mentioned by name, I have but a slight percept of each face; until I hear the name, *Grace Smith*; instantly, I am all attention. I notice her face, etc., etc., and carry away a distinct concept. By means of the appercept my friend had given me, I was prepared for the acquaintance, *I was made ready*.

MIDDLE CLASS.

Dr. Winship's first lecture to the Middle Class was on the subject of "School Management."

He introduced his remarks by stating what he considers one of the fundamental principles of discipline. "No teacher will be successful unless she has a certain amount of her own personality in all her work, she must be active in thought, independent in activity."

After giving several incidents to illustrate this statement, he warned us never to make the mistake of thinking that a strong personality makes a strong teacher. We must recognize that characteristic in our pupils as well as develop it in ourselves. There must be years of training and discipline behind this. There is nothing quite so pitiful as a man full of uncultivated genius.

The doctor spoke especially of the

manner of seating the school. He objects to the ordinary method of seating the pupils alphabetically, or according to rank; for in this way the unruly ones are liable to be in a group. In every school of fifty pupils, there are about five saintly ones, five vicious ones, and the remaining forty, a happy medium. The object of every teacher should be to seat the students so that the influence of the saintly, not the unruly, should predominate. The teacher that succeeds will devote her time to all of them, and make the influence of the good felt.

The second day's lecture was a continuation of the first, the speaker showing how to develop personality. Personality is not simply a born quality; do not confuse it with a surface effusion. Its power lies in its reserve. In the cultivation of this power there are three distinct elements—discipline, rhythm, and purpose. The gain from the first is that the more resistance we overcome, the greater will be our strength. "We cannot be master of others, unless we are master of ourselves."

We should weave the second into all our school work. This word is usually misunderstood. Dr. Winship defined *rhythm* as the indefinable charm that makes a thing charming without apparent effort. "There is no rhythm in poetry." There is a charm and magnetism in prose never found in verse.

The development of purpose is the highest of all the elements of personality. We should have a purpose behind everything, giving it no thought at the time. "It spoils a purpose to have a thought that it is a purpose." Rhythm gives beauty, but purpose gives power, and teaching "becomes a luxury."

On Wednesday morning the lecturer was again greeted by a storm of applause from the Middlers. The six lectures of

preceding days seem to have added enthusiasm rather than weariness to his

"The best way to illustrate a principle," began the speaker, "is to link it to some work we have to do. This linking is one of the most important things in school work." With this thought in mind let us turn to History.

History is a subject that may be harmless or helpful; the result depending entirely on the manner of teaching.

This subject better never be mentioned than to be given in such a way as to create a distaste for it. To know how to develop interest requires high art. A knowledge of history is a source of strength throughout life. We read too much and use too little. History must always face forward, never backward. There is no interest in the past except for the sake of the future. No event is historical until it has a successor. The everyday events of history get their value from the to-morrows. We want history simply as a base line; it matters not how much we have, so we get that little definite.

We go to history, not for the sake of facts, but for our own thinking. We are seeking fountains, not foundations. Only by the events, and look for the causes. With this habit developed, we can study, and write history well. Divide all history into three parts, viz.: Initial; Fundamental, and Special. The first takes place below the Upper Grammar Grade; the second finishes the lowest grade of High School, and the third embraces the rest. At first, we do not separate fiction from history, the real from the imaginary. Interest in the subject should be the primary thought, whatever will interest is valuable. Get the child in the habit of asking the why and then lead him to answer his own questions by going backward and outward into history.

In the second step, the whole field

gradually changes. Study only the essentials. Do not decide what is important, let the logic of events determine this. Dates may be useless or useful. To illustrate this point, the doctor called for some of the most important dates of the Revolutionary War. They came in fragments—July 4th, April 19, 1776, 1783. Many of the students felt embarrassed to think that they could not complete the dates, but were reassured when Dr. Winship said, with a smile, "Right! The logic of events has determined the part of the date that is important. Who cares for the rest?" Although we should generally trust to the logic of events we should sometimes struggle to magnify some things, when history fails to do so.

Special History—No one student is to learn anything that another does. Let each student do thorough and independent work for all the rest of the class. A careful recitation from one student will be as beneficial to all as individual investigation. Here Dr. Winship advised every student, as a matter of discipline, as well as culture, to take some special point in history and thoroughly investigate it for himself through original records, and the exercise of his own judgment. There are three attitudes which every student of history should assume in his search for knowledge: First, he should have a master, accept his judgment, and let none get in the way. Second, accept nothing as positive truth, assume what he finds as not true, and try to find a contradiction. Third, accept as a standard the best writer on any period, assume what he says to be true, and if any doubt him, demand them to justify themselves. Have a line of belief established, but be willing to change if proved wrong.

The closing lecture on Friday was a continuation of the lectures on school

management, and personality, and a general summing up of the week's work.

"A thing vital in our work," began the doctor, "is the art of not trying to remember." The power to remember lies in the associations, but he, Dr. Winship, loses all this power when he tries to make the association. It is best to make everything so unexpected that it retains its hold on the mind. He then referred to the words recollect and remember, saying that he should never use remember, for in the use of this faculty of the mind we are but re-collecting past concepts. To illustrate this point he gave a long series of incidents brought to his mind simply by a casual glance at a lady's hand satchel. To recall these incidents required no special effort of the mind, the mind took care of itself. We often recollect more when we do not try. Our mission in the school is to overcome the gravitation of human nature. In all our school work we should keep three things in mind. The children's association with us, with the class, and with the subject should be so pleasant that they will aid the child to recall the facts then learned. Try to get such a background, such associations, that if the mind comes anywhere near these, it will recall all. A good teacher will have many devices and plans, and will throw them around the child in such a way that he cannot help getting something out of them. "What we want is a teacher that can fire all over a subject." In memory work we remember not alone the things that interest us, but those which attract out attention. We will be remembered not for what we are, but for our teaching. Let us make some sacrifices, for we shall never make any that will not repay us ten-fold. Let the children know that we are teaching for something higher than mere learning—we are aiming at culture.

The boys and girls of to-day are the men and women of the future. Are we equal to the task of laying a firm foundation for their work in life? Things are changing. There is more in the future than there has been in the past; and whether there will be men and women to grasp this future, depends on the schools of to-day.

Whatever this country needs, the public schools will be called upon to furnish. We do not realize how rapidly these things are coming. The harvest is almost here. Are we ready for it?

Instead of complaining, welcome every new thing. In future, we must find ourselves feeding the thousands. We are to make the boys and girls equal to any emergency. This responsibility is on us—the teachers of the future generation.

With this thought Dr. Winship closed a series of the most interesting lectures to which we have ever been privileged to listen. It is impossible to do justice to the lecturer in our brief reports. The bright and witty anecdotes, given with Dr. Winship's charming personality, are a constant delight to his hearers, and we regret that these cannot be portrayed on paper.

SENIOR CLASS.

STUDY OF THE BOY.

The experimental study of the boy consists largely of useless questions, but it is good in its way. What we want in the study of children is discrimination and the power to think about what we see. We want fewer questions, but each one with a thought behind it, and facing somewhere.

"Have you ever seen a boy eat?" If you have not, go somewhere and indulge in the luxury. It is not possible to teach a boy until you know something

insatiable appetite. He has a purpose in it; he wants to grow, and he eats for growth. "How many inches does a boy grow in a year?" It is known to be about an inch. That his increase in height is from ten to eleven inches. Every teacher is anxious to observe this because the boy's physical growth indicates how much he is growing mentally. A great fault in modern teaching is that we do not realize that we are feeding children for growth. There comes a time in a boy's life when he stops growing. Sometimes he stops a little later—an inch or two—just before the age of nineteen. Between seventeen and nineteen development begins, and it is at this time that wrecks are made. This is the most critical hour. I wish we had some one to come forth with the enthusiasm of the University of T. U. to teach the psychology of adolescence.

The old psychology took the mind to pieces and laid it on a board. The new psychology works with the mind in its activity and growth. Growth is the increase of ability, as development is the increase of power.

The first twenty-one years of the boy's life may be divided into three nearly equal periods. The first eight years is the plastic; the next six, the acquisitive; the next seven, the elastic. In the plastic period, the child is getting into running order. He is laying the foundation for everything. Our chief purpose should be to keep him right, and to correct the wrongs Nature has done. There should be no moral or intellectual defect in the child that cannot be righted in the first years.

We should observe that the first intellectual development is a sense appetite. This is preceded by a physical hunger, and hunger for activity. The child's first tears and screams show the birth of the mind; prior to this, he yells. Sight, hearing,

taste, and feeling are by his own private gymnastics, put into running order. After a while this hunger is appeased, then word hunger begins.

He understands nothing at first. Some day one word means something. Everybody who speaks that word attracts him. Soon he learns another word—sometimes he learns three or four in one day. His word hunger determines what words he will learn. When word hunger ceases, he still learns words faster than ever, as a part of development. He wants a speaking vocabulary. By the time he is four years old, he has used all the parts of speech—has made a grammar of his own, and begins to hunger for rhythm, or jingle. At this time, if you want to stop his saying things you don't like, you must fill his mind with something better. You can give him the choicest, richest thoughts—thoughts that are good, thoughts that are true, thoughts that will do good in after life.

Ear rhythm is in advance of eye rhythm, therefore if you wish your pupils to memorize anything at this age, read it to them. Do not require them to take it from the printed page. Let their word hunger be your guide, but hold the words before the ear long enough for the child to catch the rhythm.

PRINCIPLES IN TEACHING.

There are three principles in teaching the boy. Under these is a philosophy, without an understanding of which you will never be firmly anchored as teachers. Let your philosophy grow and develop. Have it to yourself, as you have friends, but be modest about it. Do not rule others out because their philosophy is not like yours. You may have a master but do not anchor yourself by him and follow him absolutely.

The central ideas around which all

philosophies revolve are *me*, you, and that which is neither me nor you. The first idea may be expressed in three ways; by the German "Actualize yourself," "Stand upon your feet," and "Don't get rattled" (for slang may be used to express a philosophical idea.) Be yourself, and put your children where nothing on earth will *rattle* them. Stand the child upon his own feet.

There should be standards for everything everywhere. The less you teach the better, if only you give your pupils standards for their thoughts and actions.

Never let pupils guess. Have the courage to mark them 100 per cent. for saying "I don't know," if they can give a good reason for not knowing. Don't assume that you yourself know everything. Teaching will never be a profession until teachers learn to say, "I don't know." Establish and consult authorities. The lawyer, who has an ideal profession, never gives his opinion on a subject until he has investigated the question.

The logic of events establishes guides. In every study give the child a standard to guide him. You remember how Prof. Frye brought out the underlying principles of physical geography. It is practically impossible for one to get lost who keeps in mind certain lines, as railroads, mountain ranges, or the direction of a stream. Every man must have certain guiding principles, and principles must not only be taught, but be woven into the boy's life.

It is well to apply Stanford's Colt Kindergarten principles. Let our boys and girls "break records." America wants "record breaking." Let children get upon their feet by being upon their feet, practice in individuality, independence and personality.

day is coming when the question

will not be, "Can the boy answer the questions for entrance examination?" but "Has he maturity to do certain work?" "Who is the greatest genius in America?" Edison, because as newsboy, printer, reader, student, he stood upon his own feet.

The great German philosopher, Fichte, threw away his only book, prized not merely for its interest but as the last gift of his father, in order to become a thinker. His only literary treat, the sermon heard every Sunday at the little village church, was preached over and over to his sheep during the week. On one occasion, when a duke arrived too late to hear a noted preacher, he was advised to go to the little shepherd lad who could repeat the discourse. The duke, angry at first, was soon spell-bound by the boy's eloquence. His interest was so roused that he determined to send the boy to school; and thus was educated one of the greatest philosophers since Aristotle.

PRINCIPLES OF TEACHING.

(Continued.)

THE PHILOSOPHY OF "YOU."

Transform individuality into humanity, or "blend." As applied to teachers, this means that you are to take all there is of you and blend it into the wisdom of others. As applied to pupils you must blend all that is in them with the best that is in others.

At Chihuahua I saw an old woman making change with a peck of copper coins, each of which was worth one and one-fourth cents. Having purchased seventy-five cents worth of her wares, I gave her a dollar. She counted out eighty of her coins and laid them in a pile; then put back the price of each article separately, and gave me what remained: She had her own method of

g; she stood upon her feet. Her
ho has had better educational ad-
es, will simply subtract the sums,
time, he will "blend."

fe we are always blending accord-
law. Our life consists very largely
ying law, which with fashion,
y, and etiquette, mould us into
ought and activity of others. See
at your pupils blend. Tell a boy
ere is a law requiring him to know
even and eight make fifteen, and
e may get into serious trouble by
that they make fourteen or six-
or law allows no ignorance on the

He may never go to prison for
"It is me," but whisper to him
is a sign of bad breeding—that
y is as important as law. He
men who disregard custom yet are
respected. Tell him a man of
forgiven many things that will
young man out from the very
he most desires to enter; show
at nothing pays so well as the
ag of himself with the best that is
r people; remind him that Chauncy
few receives seventy-five thousand
a year for blending with those be-
m.

third principle which is neither
nor "me," may be expressed by
e word "loyalty." All scientific
come under the head of loyalty
re. Know nature, and have no
about what it teaches or fails to

We want the facts as they are,
n hit where they will.

alty to destiny relates to our fel-
m. Every man can be successful
succeeds; but he must strive for
with the understanding that he
ot succeed. If he does not, he
ll be as great a success as if he
While the chances are all in favor
man who studies the conditions of

success, he will never succeed until he
makes up his mind that he *will* succeed
whether he fails or not.

We have educated a generation of
guessers, who are ready to guess at any-
thing, and the worst element of the
Louisiana lottery is that it encourages
this habit. Teach the child to be abso-
lutely loyal to results if he has done his
best. Loyalty says, "Not for attain-
ments, not for standards, but for devel-
opment.

But we must recognize that there are
places where cold, hard, scientific facts
are out of place. If facts reigned, there
would be no homes. We must blend on
a higher, nobler, grander principle than
anything that science or art can give.

In this, the final lecture to the Seniors,
Dr. Winship gave an opportunity for
questions, and summarized the preced-
ing talks.

Question—"How shall we get around
school boards?" Be always courteous
to superiors, and introduce reforms so
gradually that they will meet with no
opposition, that, in fact, your opposers
will not realize what you are doing.

Gravitation of human nature is always
to be considered by the teacher, and your
mission is to overcome this gravitation,
this can be done only in crises, and the
greatest success will be in overcoming
human nature in community, school
board, parents, pupils and yourself.

Utilize the natural forces of the com-
munity as the force of gravitation is
utilized at Carbondale. The car is rap-
idly raised to an elevation of several
hundred feet by cables, when its acquired
force carries it on across bridges and
over trestles for about two miles, where
it is again attached to the cable and
drawn up as at first. Again gravity
pulls it forward until, after several runs,
the summit is reached.

Power comes by the way you overcome obstacles. Make crises enough. Power put forth will give power, although no apparent success and advance. One teacher goes where there is no opposition; another, where all are opposed. The work of each must be judged, not by the present standing of the community, but by the distance it has been lifted above its previous level. Court those communities in which everything is against you. Covet hard things.

Success depends, not so much on what you do as upon what you make others do. There are many teachers who feel that the thing to be done is to be done in a pet way. They do it themselves if the pupils shirk. You should make every child do his work independently.

There was once an artist who by a few re-paintings changed a frog's face into Apollo's. In the same way the schools should make the child what he is to be in the world and among men. Effects are not shown at once. If I want to know what is being done in the kindergarten, I shall go into the primary schools and see what is there accomplished which could not possibly be done without the kindergarten training. You must work with what comes to you, good or bad, and prepare the pupils for what is to come.

The eye will have three colors; blue or green, as a background, power and vim are the red, but sympathy and personality are the yellow.

Do your part to elevate humanity in America. Blend yourself, be loyal to destiny, stand upon your feet.

THE RELATION OF THE TEACHER TO THE MONEY-PAYING PUBLIC.

"Long as the public supports the
t will demand the right to criti-
. There is now open warfare

against graded grammar schools and public high schools. General Francis A. Walker and President Eliot of Harvard both fight the public school system, the former calling the high school a public calamity.

We really have no public school system, only a public school idea. The common school idea, the free school idea, and the public school idea have followed each other in succession. In the first, the people banded together for supporting schools, and the patrons had absolute say; while in the free schools, the public paid the bills, and the authority was wholly local. Only within the last ten years has Massachusetts done away with her common schools.

Massachusetts is behind in educational matters because she once led. Ohio is behind for the same reason. The later an idea is born the better it is born; California is ahead because its plans are late. Pennsylvania's first real public school system was firmly established in 1834. Great anxiety was felt by the friends of education, when in the legislature an attempt was made to repeal the law regarding the public schools. But victory was with the schools because of the grand plea of Thaddeus Stevens. He plead for America, urging that the influence of her schools must protect her from her dangers. These dangers are starting. Crime has quadrupled in thirty years. There are six times as many murderers in the United States, in proportion to population, as in England.

It is America's mission to solve the problems of humanity. As England is strong through her acquisitive and economic habit, as Germany is strong in her intellectual force; as France is secure in her social power; so America must find her security in devotion to the moral questions of the age.

Labor, liquor, loyalty, race, and religion are the five great problems of the nations. Let any of these go unsolved, and humanity will enter the darkest of the dark ages. There are certain forces that will do much toward solving these problems. Prominent among these agencies are the church, statemanship, the press, the shop, and money, but the school is the only one that can reach all classes. The teacher must have not only a knowledge of all methods and devices, and of psychology, but also the spirit and power to elevate humanity in the interest of the American child.

ALUMNI NOTES.

Daisy Fleming, Jan. '91, is teaching in Somero District, San Luis Obispo Co.

Clara A. March, June '89, has a pleasant school in the Capay District, Yolo Co.

J. B. Sanford, Class of Jan. '90, is engaged in teaching his third term in the Brownville school.

Maud Henley, June '90, was married on April 11th to Mr. John Henderson, at Elko, Nevada.

Mae Corbett, June '90, has been teaching in the Vallejo public schools for the last seven months.

The Primary Department of the San Pablo School is being successfully taught by Mary Rumrill, June '89.

Jennie C. Towns, June '90, has taught fifteen months in her present school, at Middle Fork District, Amador Co.

Harding M. Kennedy, June '91, is now teaching in Pike City, but expects to resume work in the Goodyear's Bar school at the beginning of next term.

Lewis E. Goble, Dec. '85, still holds the position of Vice-Principal of the Ferndale public schools. There are five other teachers and 250 pupils enrolled.

The Charleston District School, Amador Co. is being taught by Leona S. Bohmen, June '91. She writes she has a pleasant school of twenty pupils, and enjoys her work very much.

Fred H. Tebbe, June '90, has just completed a seven months term of school at Etna, Siskiyou Co. W. E. Tebbe had the principalship, and he had charge of the intermediate and primary departments.

Again June '89 has set wedding bells ringing; this time for Miss Emma Martin who was married to Mr. Herbert N. Turrell April 20th.

Mr. and Mrs. Turrell have made Everett, Washington, their home.

ALL SORTS.

A PARODY.

I said to the hurried Juniors,
 "You are living your happiest days."
 And their bright eyes opened wider
 In innocent amaze.
 They looked at me with doubting,
 Each merry thoughtless lass,
 And said, "O no, our happiest days
 Will be spent in the Middle Class.

I said to the busy Middlers
 "You are living your happiest days."
 They shook their heads, half laughing,
 And hurried their separate ways,
 As they passed along to the class room,
 I heard them backward call,
 "Our days will be brighter and freer,
 When we are Seniors all."

To the self-important Seniors,
 Your happiest days," said I.
 Each thought of her graduation,
 And longed for the time to fly
 "We are growing weary of school days
 We want to begin to rule;
 O surely," said they, "there are happier
 days
 When one is teaching school."

Last verse to be written by each graduate, for herself, at the close of the first term of school.

From force of habit. Teacher, at evening party, "When will Mrs. D. leave for Europe? Raise hands, those who can tell."

Wanted—A wife that can handle a broom
 Brush down cobwebs and sweep the room;
 That is never cross to a poor old sinner
 Who growls at the biscuit and growls at the dinner.

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knowledge of the laws relating thereto.

The book though intended primarily for schools and colleges is an excellent one for the general reader. Its matter is arranged attractively; principles of law are illustrated clearly; the language does not smell of sheep skin, and the binding is tasteful and durable. Questions for review are given a prominent place.

[One volume, 12 mo., \$1.10, D. C. Heath & Co., Boston.]

In press for immediate publication "*How to Get Good Judges*" by John A. Wright of the San Francisco Bar Association.

[One vol., 12 mo., cloth, 75c; paper, 50c. S. Carson Co., San Francisco.]

"EXERCISES IN FRENCH COMPOSITION," by A. C. Kimball of the Girls' High School, Boston, is a helpful little pamphlet for third and fourth year pupils in French.

[Paper, 12c, D. C. Heath & Co., Boston.]

IOWA TO COLORADO.

"Her stature to an inch
As wand like straight; as silver voiced."

—SHAKESPEARE

Governor Horace Boies, of Iowa, made an address in Denver that ought to be read by all the school children in the United States.

Is not this a good way, too, to study geography and history? It takes one away from and beyond "Frogtown," so that the croaking of the "Frogtown Journal" for "Frogtown Teachers" is bounded as it should be, by the limits of the "frogpond."

Governor Boies said:

"Fellow citizens, the atlas from which in my school days I learned the geography of my country located the place

where we meet to-night within the boundaries of what was then termed 'The Great American Desert'

"At that time in all that vast expanse of imaginary sand and barren hills beyond, out of which we have since carved States sufficient for a kingdom by itself and in which great cities have sprung into existence in a single decade, few signs that foretold the westward march of empire had yet been seen, few sounds that betokened the coming of civilization had then been heard, and here, and around us, hushed in the deepest silence of it all, lay the limitless plains, the gently rolling hills and lofty mountain peaks that stretch away from the feet of your own imperial city of the central west.

"In coming to Denver I had a two-fold object, I wanted to meet a people that had manifested a desire to become acquainted with me, and I wanted to look into the heart of that wilderness whose circumference I was taught in my childhood to believe fixed an impassable limit over which no tide of emigration would ever flow.

"I have seen all for which I came (except the desert) and I have seen that which pleased me infinitely more than any area of sands or barren hills could do, for I have found a busy, bustling, hurrying multitude of men, gathered, I expect, from the cream of the older States and transplanted to this land of silver and gold to spend their energies in the development of the most exciting, if not the greatest of all our industries.

"I have seen plains, too, that look as though they were bounded by the borders of the sky alone, not barren, as in my school days I was taught to believe them, but dotted over with the homes of contented men, and I have seen hills following hills until they lead away into the twilight of that which to me, at least, is still the unknown, and moun-

that cleave the clouds and drink the light from regions above the storms. I have seen more than this, for I have been in the capitol of a State containing a million of people that has doubled its population in a single decade, and more than quadrupled it in two. I have traversed the streets of a city that in ten years has increased its inhabitants thirty-five to more than one hundred thousand souls, and I have stood at the foot of mountains from whose rocky sides gold and silver streams flow out into the world's great channels of trade, and bring thereto in a single year more than twenty-seven millions in value of precious metals alone.

"I shall go back to my prairie home, to a State rich beyond comparison in the products of its soil, to a people intelligent, industrious and contented with what Nature has done for them, and I shall bear with me a broader conception than I had before of the limitless force of that magnificent country, the institutions of whose political institutions our fathers laid, but whose superstructure our own hands are necessarily bringing to shape."—*American Journal of Education and National Educator*.

GOVERNMENT IN THE COLONIES.

The early colonies were isolated and independent of one another—scattered throughout the wilderness of the new world there was little communication between them at first, and no concert of action in government or in defense against the Indians. Each colony had its ambitions, its own plans, its own spirit and

methods. Some made their own laws as if independent of the mother country, having neither authority nor charter; others made their laws subject to the consent of the King or his representative. Some elected their own governors, others recognized a governor appointed by royal authority.

Three classes of colonies, varying according to the method of their establishment and government, may be distinguished, viz: 1. Charter colonies; 2. Proprietary colonies; 3. Royal or Provincial colonies.

To the first class belong the colonies of Massachusetts, Connecticut and Rhode Island. To the second, the colonies of Pennsylvania, Delaware and Maryland. To the third, the colonies of New Hampshire, New York, New Jersey, Virginia, the Carolinas and Georgia.

In the case of the Charter colonies, the charters were written documents guaranteeing to the people certain rights; their source was the King. In the case of the Proprietary colonies, the proprietors were William Penn and Lord Baltimore and their descendants. They held their territories by patents or charters emanating from the King; the proprietors in turn granted to the people certain rights and privileges. In the case of the Royal colonies, the King granted no patent or charter. Nevertheless from time to time certain concessions were made by the King, which formed a sort of traditional charter. The governors of these colonies administered laws in conformity with written instructions given from time to time by the Crown.

Of the early explorers succeeding Co-

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FOR

NORMAL GRADUATES.

lumbus, there was Juan Ponce de Leon, who landed in 1513, near St. Augustine, in Florida, in search of the Fountain of Youth; in 1520, Spanish ships touched the coast of Carolina; in 1521 the territory now known as Texas, New Mexico and California became a part of a great province attached to Spain by Cortez's conquests. De Soto, another Spaniard, led a party from Florida across the country to the Mississippi in 1542. In 1584-5, Sir Walter Raleigh sent two expeditions to North Carolina. A Spanish settlement was made at St. Augustine 1565. Jamestown, Virginia, became the first English settlement in 1607. New York (New Netherlands), in 1613, was settled by the Dutch, and Plymouth, Massachusetts, by the English in 1620. La Salle explored the great lakes and the Mississippi in 1682, the French establishing settlements at Kaskaskia and Arkansas Post in 1685, and Mobile and Vincennes in 1702. Thus England, Spain and France divided among themselves the great continent of North America. Spain got the Southern, England the Central, and France the Northern portion.

The discoveries thus made vested the new lands in the sovereign. His title was that by discovery grounded upon the three following ideas: The christian nation that discovers a heathen land owns it to the exclusion of all other christian nations. This nation to complete its title must within a reasonable time, occupy and use this land. The native inhabitants are only the occupants of the land and not its owners.

For over one hundred years from the

discovery by Columbus no settlement deserving of more than passing mention was made in the new world by the English. Many and feeble attempts were made, fearful hardships endured, heroic efforts put forth, but in vain. Raleigh's and Drake's efforts were unsuccessful. The Spanish settlements were more successful, and for a clear reason. Spain looked upon her explorations as means toward extending her dominion. She looked forward to another great Roman Empire. Her explorations were, in a sense, official, and once a post was planted, high officers of State with large salaries were annexed to it, thus drawing patronage, wealth and population. It was otherwise with the English. In nearly every case colonization and exploration was private enterprise; if unsuccessful, drawing in its wake individual suffering and loss, but if successful, resulting in little indeed to the individual but everything to the crown. Left thus to their own resources, English colonies in America had a precarious existence for the first one hundred and fifty to two hundred years, leading one writer to say of the British colonists as late as the end of the seventeenth century, "they were robbers and pirates on a large scale."

The first permanent New England settlement was at Plymouth in 1620. The pilgrims composing this colony at first had no grant of land. They were intruders, settling on the territory of the Plymouth company, to whom the King had given a charter, covering the continent from ocean to ocean, lying between the 40th and 48th degrees of latitude, a

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strip of land including all the continent embraced between parallel lines east and west running through Philadelphia and the northernmost point of Maine. In the charter this is called New England. The Plymouth company to whom this grant had been made tried to found a colony on the coast of Maine but failed. It then ceased to attempt to found colonies, and contented itself in granting lands to others who did found them. It finally disposed of the whole New England coast, and finally in 1635 surrendered its charter to the King. The Pilgrims, as stated, settled upon the Plymouth company's grant as intruders, but in 1621, the year after they landed, and in 1629 they received charters from the Plymouth company from which, however, the Crown withheld an approval which was necessary to its legality. The Pilgrims, however, continued an associa-

tion, making its own laws, even though its government was irregular and unauthorized. There were forty-one adult males in the company of Pilgrims, and before landing they signed the following compact:

"In the name of God, amen: We, whose names are under written, the loyal subjects of our dead sovereign King James, by the grace of God, of Great Britain, France and Ireland, King, defender of the faith, etc., having undertaken for the glory of God, and advancement of the Christian faith, and honor of our king and country, a voyage to plant the first colony in the northern part of Virginia, do, by these presents, solemnly and mutually, in the presence of God, and of one another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends



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aforesaid; and by virtue hereof, to enact, constitute and frame such just and equal laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony; unto which we promise all due submission and obedience. In witness whereof we have hereunto subscribed our names, at Cape Cod, the 11th day of November, in the year of the reign of our Sovereign Lord, King James of England, France and Ireland, the eighteenth, and of Scotland the forty-fourth, Anno Domini, 1620."

The government which the Puritans founded was democratic. All the members of the church met in a general assembly, and made the laws, until 1639, a representative body was elected to take the place of this popular legislature. Their governor was elected from their

own number. In 1629, King Charles I. confirmed a grant made by the Plymouth company to "The governor and company of the Massachusetts Bay in New England," and gave them powers of government.

The charter gave power to elect annually a governor, deputy governor, and eighteen assistants. Four "great and general courts" were to be held every year, to consist of the governor or deputy, the assistants and the freemen. These courts were authorized to appoint such officers as they should think proper, and also to make such laws and ordinances as to them should seem meet; provided they were not contrary to the laws of England.

Its form of government was the same as that of the Pilgrims at Plymouth—first popular and finally representative. This charter was declared forfeited to the

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king in 1684, and in 1691, a second charter was granted, which continued in force down to the Revolution. This second charter merged Plymouth, New Hampshire, Maine and Nova Scotia in Massachusetts. Maine continued a part of Massachusetts, until it became a State in 1820, and Massachusetts and Plymouth were never separated.

Discontented Massachusetts colonists planted three towns on the Connecticut river, between 1634 and 1636, and, in 1639, these towns united and adopted a constitution called "The fundamental orders of Connecticut." These three, with a settlement at New Haven, and others on Long Island Sound soon united in one colony under the name of New Haven. They had no charter and no title to their land; but, in 1662, Charles II. granted them a charter, which remained in force, save during five years, for 156 years.

The people of this colony, by the express words of their charter, were entitled to the privileges of natural-born subjects, and invested with all the powers of government, the only limitation being that their laws should not be contrary to those of England. So well were the people satisfied with it, that Connecticut did not adopt a constitution till 1818.

Another offshoot from Massachusetts was Rhode Island, and, as in the last

cases, the Rhode Island colonists had, at first, no grants either of land or power.

The Rhode Island colonists were Baptists, under the lead of Roger Williams. They were driven out of the Massachusetts colony in 1635, one division of them founding Providence, and the other Rhode Island plantation. In 1663, Charles II. united them under the name of "Rhode Island and Providence Plantations," and gave it powers of government similar to those of the Connecticut colonies. The Rhode Island charter continued in force, with but a brief interim, until 1842. The colony of New Hampshire, which became a royal colony in 1692, was founded by Capt. John Mason and Sir Ferdinand Gorges, by a grant of the old Plymouth colony in 1622: their territory being between the Merrimac and Kennebec rivers. Massachusetts claimed this territory, and for the most part, the New Hampshire settlements were subject to her government until 1692.

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NORMAL ALUMNI.

The Normal School Alumni Association has never enjoyed more than a mere breathing existence. An enthusiastic alumnus of our school is an almost unknown quantity.

Many graduates go out into the State, teach here a term, and there a term, keep up no intercourse with their *Alma mater*, become excessively dignified in a manner that is peculiarly the pedagogue's, alienate themselves from the world, and eventually grow or *ungrow* into empirics—the inevitable result of a cloistered practice of one's profession. Although the San Jose Normal has been freer of this class of teachers than almost any other like school, still there is not that earnest cordiality and good will among graduates which should exist and which would add very materially to the power of the school in State education.

Unity in such an aim can best be established in an association and it was for this purpose that the Alumni Association was instituted. The results, however, have never been satisfactory, and on May 28th a number of graduates met in the Normal School to organize the Association on an entirely new basis.

The most radical change is made in the matter of dues. Instead of annual dues of one dollar there will be but one payment—an initiation fee of one dollar to entitle to full and continuous membership. The plan was suggested by the Executive Committee and favored by President Childs, Prof. Kleeberger, Mr. L. J. Chipman, Mr. R. S. Holway, Mrs. T. C. George, Mr. H. G. Squier and others.

The branch relating to Teacher's Agency in charge of Secretary Squier reported progress. One change was made, the fee for securing situation was fixed at five dollars instead of three as heretofore.

The work the PACIFIC COAST TEACHER is doing in collecting the scattered elements of the school, was highly endorsed by the Association.

The new officers elected are: R. S. Holway, Pres., C. W. Childs, C. E. Markham, Miss E. Mackinnon, Henry Good-

cell, Vice Presidents. Sec. H. G. Squier; Executive Committee, L. J. Chipman, Mrs. T. C. George and Miss Mary P. Adams.

DR ELI F. BROWN has recently been elected to the superintendency of the Riverside city schools, *vice* Prof. C. H. Keyes, resigned to take the position of President in Throop University. Dr. Brown, as John Hancock, Commissioner of schools for Ohio, says: is a most eminent and successful educator." He is one who will ably maintain the work of progression in Riverside schools, so firmly inaugurated by Prof. Keyes.

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VOL. II.

SEPTEMBER, 1892.

No. 1.

THE CALIFORNIA THIRD READER.

BY A TEACHER.

Words that filled the mouth of Webster and of Pope
Are now a mist through which a child must grope;
Through wheezy tones he gasps aloud for breath,
And flies from "Darby" to "Liberty or death,"—
And this we're told is reading.

A writer in the August number of the *Pacific Educational Journal*, attempts to defend the State Third Reader. As he is the author or compiler of the State Series of Readers, his article is entitled to our consideration and must be regarded as a strong plea in favor of the Third Reader, for who is more able to defend a work than its author?

In this article, the author presents at length the good qualities of the Third Reader and selects as a basis of comparison the Fifth Readers of the McGuffey and Bancroft Series. Of these Readers, he says, "The lynx-eyed critics, who are now so noisy and so numerous, failed to discover any flaw in these incomparable literary jewels. It is, therefore, safe to consider them the embodiment and incarnation of supernal excellence."

As a matter of fact, there was complaint made against these readers; the Bancroft Readers were superseding the McGuffey Reader and in some localities, Swinton's Series were superseding the Bancroft Series. But even if no objections were raised, does that signify that complaint would have been unjust?

The first point adduced by the author in favor of the Third Reader is that it

contains *more* selections. As it contains four hundred and seventy-five pages while the other readers contain but two hundred and seventy-five pages each, one would naturally expect to find more selections in the State Reader.

Bulkiness is not always a criterion of virtue. Would it not be better if the Third Reader were not so large? In most counties the pupils read from it for three years. Does any one like to read from the same book for three years? We know of one county where they read from the book for three years and then *review it the fourth year*. It was made large as a matter of economy for the pupil, thus saving him from buying two or three separate books. However, it is usually worn out before it is completed and the child has to buy another.

The next argument made in favor of the reader is that its selections are from better and more representative authors than those found in the McGuffey or Bancroft Readers. At first we were inclined to grant the truth of this argument but upon comparing the index of the Third Reader with the index of the Bancroft Reader—we haven't seen a McGuffey Reader for some years—we concluded

that the argument is not supported by facts. In the Bancroft Reader less than four per cent of the selections are marked anonymous, while in the State Reader, twenty-two per cent. of the selections have no authors named.

It resolves itself into this: ninety-six per cent. of the selections in the Bancroft Reader are by known standard authors while but seventy-eight per cent. of the selections in the State Reader are by known, standard authors. Furthermore, of nineteen authors not represented—as claimed by the writer—in the Bancroft Reader, we find that seven of them *are* represented.

The Bancroft Reader before us was copyrighted in 1874—eighteen years ago—and therefore should be *old* enough for all practical purposes. Now, this may seem like an argument in favor of the Bancroft book. That we may not be misunderstood we shall say, the Bancroft Readers are on the shelf; they belong there and we hope that in a very short time another series of readers may join them company.

Let us more closely examine these selections. The author says he offers no apology for quoting from the speeches of Webster. None is needed; but what excuse can he offer for inflicting upon innocent children in this last decade of the nineteenth century the lesson on "The Old Eagle Tree," wherein the little boy Joseph exclaims to the eagle: "Glorious bird! I will learn a lesson from thee, noble bird!"; or the lesson on "The Barber and the Sabbath," wherein the stranger says, "I have glorious news for you, your Uncle is dead, * * * *". We fully agree with the author when he says the speeches of Webster are enduring monuments of American eloquence," but Webster's speeches seem no more *enduring* than "The French Merchant and

His Dog," "The Orang Outang," "The Lost Child," and others *ad nauseum*. These are selections so enduring that their origin seems hid in the dusky realms of the misty past.

"Some one claims that the selections are worn out," says the author, who intimates that perhaps it is the teacher that is worn out. Yes, we think that it is the teacher. Of the first fifty selections in the State Reader twenty-five are quite ancient still they are no more tiresome now than when we read them at school ten years or more ago. Then perhaps the pupils are "worn out" also. They may have heard these selections read by their elder brothers and sisters who studied McGuffey or Bancroft and now they have the extreme pleasure of reading them for themselves in the *new* State Reader.

The author says the oratory found in the State Reader is the cream of all to be found in the Anglo-Saxon tongue. Such is the case but we think it would have been a good plan to dilute that cream a little bit and render it digestible by the mental capabilities of the child.

Furthermore he says the essays are rhetorical, the narratives are graphic, and that all mankind cannot produce a reading book which contains a finer, more brilliant and more diversified collection of the gems of English poetry.

We would suggest that perhaps it is possible to have a text-book for reading purposes that would contain essays too rhetorical, narratives too graphical, poems too diversified and orations too creamy. No twelve-year-old boy ever learned to admire Shakespeare by shouting. "Friends, Romans and Lovers" or became patriotic through ranting "It is in vain sir, to extenuate the matter."

Is it the province of a child's reading lesson to teach the profoundest history,

creamiest " oratory, the most brilliant rhetoric, the most studied literature, the most perfect logic and the grandest poetry. We think not: the sooner we realize that the reading-lesson is not a rag to be stuffed with the odds and ends of everything under the sun, the sooner all begin to turn out boys and girls to read and who delight in good school literature.



This monument has been presented to the people of the United States by the Italians of America in honor of Christopher Columbus. We are enabled to publish this cut through the kindness of the *San Jose Mercury*.—ED.]

COLUMBUS DAY PROGRAM.

A Preliminary Outline of It.

BY FRANCIS BELLAMY,

Member of the Executive Committee of the National Public School Celebration of Columbus Day.

A uniform program for every locality in America, to be used on Columbus Day simultaneously with the dedicatory exercises of the World's Exposition in St. Louis, will give a significant unity to the nation's celebration of its 400th anni-

versary. Accordingly the superintendents of education, when they adopted the plan of a national public school celebration of Columbus Day, instructed the executive committee to prepare an official program, identical for every city and village in the country.

The executive committee is now endeavoring to secure contributions from the ablest American writers. The names of the authors cannot be announced yet, but the general plan for the exercises of the day is as follows:

The official program provides for

A MORNING CELEBRATION.

The pupils of our public schools are to gather on October 21st, at the usual hour, in their schoolhouses. But instead of the regular recitations the morning is to be devoted to exercises befitting the anniversary. These exercises may be simple or elaborate, according to the resources of the school. Many schools will doubtless do little more than use the official program, adding to it the old, familiar national songs and a few speeches by leading citizens. Other schools with larger resources are likely to extend the program with additional features, such as special music by chorus or orchestra, historical exercises, pageants, etc. The largest liberty for individual ingenuity and taste is left to all schools, and the executive committee would encourage a local variety to be given to the official program.

THE OFFICIAL PROGRAMME

will consist of the following features:

1. RAISING AND SALUTING THE FLAG
(under the direction, whenever possible, of a detail of the veterans of the war).
2. THE SONG OF COLUMBUS DAY
(to a well known tune).
3. THE ADDRESS
(to be declaimed by the best speaker among the boys).

4. THE ODE

(to be read or recited by a young lady).

5. "AMERICA"

(which will in all cases be the closing song).

The song, the address and the ode will be original, prepared especially for the celebration, by some of the best of American writers.

By the 1st of September this official program, in a complete form, will be published throughout the country, and will also be sent to all applicants who address the chairman of the executive committee.

Even if nothing be added to this program, except perhaps a few speeches and some familiar national songs, the ceremonies will be impressive and worthy of the occasion.

But for schools which desire to arrange a more enriched program, a number of other appropriate features may be at the same time suggested by the executive committee.

THE PUBLIC SCHOOL-HOUSES,

it is to be remembered, are to be the scenes of the morning celebration. As far as possible in each school-house all the rooms under the same principal should unite in having the same exercises. The parents and friends of the pupils should be brought together. Family interest on Columbus Day should be made to center in the particular school-house the children attend.

In the country the day ought to be made a real holiday. Farm and household work might well be relinquished, and the families of the district might come together at the school-house with their picnic lunches prepared to make a day of memorable festivity. The commemoration exercises of the morning being over, the afternoon might be devoted to games and to social reunions of neighbors, which would make the day a

joyous one to millions of our hard working population.

THE AFTERNOON CELEBRATION.

In nearly all cities and large villages, however, the citizens will wish a formal demonstration on Columbus Day which may be in their own hands. Wherever the citizens are to conduct a celebration, two matters should be especially arranged:

First—That the civic celebration occur in the afternoon, so that it will not conflict with the morning celebrations which are going on in all the school-houses.

Second—That in the afternoon celebration by the people ample recognition should be given to the public school idea, which is to be the characteristic of the day throughout the nation.

The afternoon celebration will vary with each locality, but the citizens will gladly accord to the free school institution, the place of honor.

This leading position for the schools in the afternoon celebration can be easily arranged.

First, a most fitting feature will be a

"PUBLIC SCHOOL REVIEW."

If there is a general procession, this public school review may be a part of it, and the most honored part. If there is no procession by any other organizations, the school may have their review by themselves. Let the pupils march by in classes and with banners, led by their teachers. Let the army veterans, north and south, the blue and the gray alike, be invited to march with the schools as an escort of honor. As the reviewing stand is reached, where the dignitaries are assembled, let each part of the procession salute the flag of the nation with cheers and waving of handkerchiefs.

If the weather is propitious, there need be no difficulty in a perfect arrangement

review. The streets can be cleared by the police, the marching columns of men can be protected by lines of military or some other local organization on both sides, and the movements may be made as safe as in the school-yard.

The afternoon celebration by the city may also include a

MASS MEETING

in the public hall. This meeting, however, in many localities, will occur in the evening. An important place in the exercises of this meeting should be given to the free school as the characteristic product of the four centuries of American history and as the safeguard of our institutions for the future. At least one of the exercises should deal with this subject. For example, "The Song of Columbus" sung at the morning celebration in the schools, might be repeated by the general audience in this mass meeting. While in some cases it may be impossible for the schools to be present *en masse* at the public meeting, they may at least send delegations. Prominent places should be reserved for the representatives of the pupils, and one of the exercises of the afternoon might be devoted to them.

In these ways, and in others which will suggest themselves, the

SCHOOLS MAY LEAD

the general public observance by the schools. This dominance of the schools in the celebrations of the day is desirable because the object of the public celebration of Columbus Day is merely to awaken in the pupils an intellectual and patriotic interest in their country, but also to impress on the people of America that the free institutions of the United States are the product of universal education.

The attention of the American public on this 400th anniversary must be directed forcibly to the fact that the free school has given to our land its distinguishing civilization, and that the hope of the coming century lies mainly in committing to the public schools definitely the work of training the coming voters to the duties of citizenship.

THE CHARACTER OF COLUMBUS.

"Gave glory and more empire to the kings
Of Spain than all their battles! Genoa's son
That push'd his prow into the setting sun
And made West East, and sail'd the Dragon's
mouth,
And came upon the Mountain of the World,
And saw the rivers roll from Paradise."

Emilio Castelar, in an article on Christopher Columbus, in *The Century*, gives this description of that great man:

"Columbus was of powerful frame and large build, of majestic bearing and dignified in gesture; on the whole, well formed, of middle height, inclining to tallness; his arms sinewy and bronzed like wave-beaten oars; his nerves high-strung and sensitive, quickly responsive to all emotions; his neck large and his shoulders broad; his face rather long and his nose aquiline; his complexion fair, ever inclining to redness, and somewhat disfigured by freckles; his gaze piercing and his eyes clear; his brow high and calm, furrowed with the deep workings of thought. In the life written by his son Ferdinand we are told that Columbus not only sketched most marvelously, but was so skilful a penman that he was able to earn a living by engrossing and copying. In his private notes, he said that every good map draughtsman ought to be a good painter as well, and he himself was such in his maps and globes and charts, over which are scattered all sorts of cleverly drawn figures. He never penned a letter or began a chapter with-

out setting at its head this devout invocation, "*Jesus cum Maria sit nobis in via.*" Besides his practical studies, he devoted himself to astronomical and geological researches. Thus he was enabled to teach mathematics, with which, as with all the advanced knowledge of his time, he was conversant, and he could recite the prayers and services of the church like any priest before the altar. He was a mystic and a merchant; a missionary and an algebraist. If at times he veiled his knowledge in cabalistic formulas, and allowed his vast powers to degenerate in puerile irritation, it was because his own age knew him not, and had dealt hardly with him for many years—from his youth until he reached the threshold of age—without taking into account the reverses which darkened and embittered his later years."

"IN THOSE DAYS."

I am indeed astonished at the methods of teaching in "Those Days." As to methods, my conviction is that they had none,—those "giant teachers in those days." Their experience reached back at farthest to some decayed school-master who had once whipped the big boys because "they did not shiunny on their own side." I am quite sure that no very high motives, such as putting a good little boy on a pedestal with a nice story book in his hand, and pointing out to him the way to immortality, were ever referred to; but there was a grim sort of unwritten law that if a boy told a lie, or cheated, or stole anything; or if he didn't attend to "his manners," or if he "cussed," or used "bad words," he was "larupped" without benefit of parental influence in "those days." "In those days," too, the teacher was a law unto himself. The unlucky urchin that cried in "those days" when his back was

applied to the switch, or the switch was applied to his back, as the case might be, was not regarded with any very great degree of respect, by his parents or playmates. He lacked grit "in those days."

From such scraps of ancient history, traditional and otherwise, as have reached down to the present, I am inclined to believe that there was a sturdy sort of honesty inculcated in the schools that produced a vigorous manhood and a rugged character. The teachers in "those days" did not draw their inspiration from the great pioneers in educational work, but they drank deep draughts from aphorisms, fables, short sentences in the spelling books, and the "eleven commandments." They got the spirit of a few things, and laced the boys and girls up to these notions with a marvelous facility hardly dreamed of in these *progressive days*. With all the appliances of modern times, and the new methods of instruction, it appears impossible that men could have been educated under such unfavorable conditions. Yet in spite of the methods in vogue and the subjects studied, the men were indeed well educated, and had as complete mastery of themselves, as well as of the language they spoke and wrote, as we now enjoy under more beneficent surroundings. They studied what was then regarded as essential. One sided though they were, yet they buckled down to what they had to do, and no doubt, they enjoyed it as much and perhaps more, than boys of the corresponding age do other and more pleasing subjects at the present time. With no natural science to speak of, a course in mathematics that was very far from being full or complete, even for a modern high school, yet out of these scanty supplies, the young men came forth well panoplied for the struggles of life. How is it to be ac-

Surely not by modern or methods; not by adapting the main studies said to be perfection. In many cases, the main studies took the driest substance, and pursued them with a method that beggars belief. Is there anything in the human mind of adaptability to surroundings, an energy to study without difference much what it has not taken into our inheritance? Or, does it not owe itself into this, that there is a wonderfully adjustable mind that demands is material to the needs to be set in motion, and so it has thought marks right on. A great deal of "Education" consists in putting the chopping "lind wood" with the axe when he should be at the holly, oak, and hard maple. He never become an experienced workman by continually chopping (bass-wood) or "cotton-wood" work and where there are always counts. Work is not play. Play-study is a thing to fool doting parents and also dwarfs the intellects of the children besides. As teachers, let us produce products, and look truth in the face. There is no royal road to learning. Strong effort is the price paid for success.—*In Public School.*

METHOD A METHOD.

Pragmatism we may allow ourselves, though it is doubtless true, we do not remember to think of it before. What Aristotle's philosophy is equally true of methodize we must, whether consciously or unconsciously, whether

we believe or disbelieve in method. To teach without method is in itself a method, though a very bad one. The Empirics were originally a highly respectable and popular sect of Greek physicians, who professed to employ experience alone, to the exclusion of generalization and scientific research. They were opposed by the Methodists and the Dogmatists—the doctors who set store by theory alone, and those who held that theory and experiment should go hand in hand. In physic the Empirics were routed and discomfited. In education they still hold the field, and can boast, with some show of color, that their numbers are overwhelming, and their leaders occupy in England every coigne of vantage. Yet we know full well that, in the long run, science must win the day—that the charges of the anarchists are magnificent, but are not war."—*London Journal of Education.*

"LIFE."

To have hoped and suffered in cheer and woe,
To have trusted, betrayed and grieved,
To have doubted the things you best might
know—
This is to have lived.

To have sinned, repented and been forgiven,
To have lost what was once received,
To have fallen again from the gates of
heaven—
This is to have lived.

To have loved, and tasted the Dead Sea fruit,
To have pledged, to have been believed,
To have seen love wither from branch to
root—
This is to have lived.

To have stood in the strength of virile might,
When baffled, betrayed, deceived;
To have ground your teeth in the rage of
fight—
This is to have lived.

To have trodden the winepress, weak, alone,
Of your life's fair fruit bereaved;
To have slain your sorrow without a moan—
This is to have lived.

To have given the helm to a stronger hand,
To have listened, to have believed;
To have yielded life to a high command—
This is to have lived.

ONCE A WEEK.

KINDERGARTEN AND PRIMARY DEPARTMENT.

Devoted to the Psychology of Childhood, Scientific Study of Children, and Kindergarten System and Its Application to the Public Schools.

Edited by MR. C. H. MCGREW, Secretary of California School of Methods, and Principal Professional Training School for Kindergartners and Primary Teachers.

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THE NEW DEPARTMENT.

For several years it has been the general desire of the kindergarten workers in California for an educational journal, progressive and far-seeing enough, to conduct a department specially devoted to the kindergarten system and its development. In fact several of the brightest minds in the State have at different times been willing to undertake the management of such a department without price and without money. Every wide awake teacher knows why all these years we have never had such a department. But new institutions embody new ideas, and the PACIFIC COAST TEACHER has come to lead in educational thought and respond first to this want.

The aim of this new department shall be to unfold in a simple way the laws and conditions of childhood and make as far as possible a scientific study of children in the kindergarten and school.

The unfolding and development of the natural child shall be sought and the best conditions for his culture and training advocated. One object of this department shall be to stimulate a scientific study of children in the actual work of the kindergarten and school, and indicate methods and devices to that end. There is no subject on which teachers need guidance, light and assistance, so much *as this, and hardly any subject in mod-*

ern pedagogy on which you can find so much chaff, nonsense and error. The development of the kindergarten and new methods of teaching in the public schools will receive special attention, and from time to time the best work in kindergartens and schools shall be noted and commended.

OUR HELPERS.

In such work, interest and enthusiasm are the motive forces to success. Our kindergarten workers are full of these soul-forces. Already they have responded with delight to the call to aid in the new department. We have been promised personally, assistance and contributions from Mrs. Sarah B. Cooper, President Golden Gate Kindergarten Association; Miss Hattie B. Griswold, Kindergarten in Children's Hospital, San Francisco; Miss Charlotte F. Williams, Kindergarten for Congregational church, San Francisco; Misses Eva, Isabel and Lizzie Mackenzie, Kindergartners in Public Schools, San Jose; Miss Allie M. Felker, Kindergarten in State Normal School, San Jose; and there will be from twenty-five to thirty practical kindergartners in the post-graduate course for kindergartners in the California School of Methods from whom we expect to get some excellent results in child study and interesting methods in kindergarten work.

DOES IT PAY?

ask I hear some teacher asking this question. Or perhaps it rings in my ears from past impressions. You know there is always some one to croak it. A friend, it does not pay in dollars and cents. Such work never pays mercenary, place-holding, political ambition. It never pays the indolent sluggard. Very often it is not paid for here of heaven. It pays only those who love it, only the generous hearted noble-souled, only the unselfish and devoted, only those who have a fuller and fuller life from doing it. One must not expect or even think of compensation in such work. You may grade it if you do. Did you ever find that the best things in this life are never paid for? Never paid for a true friendship. Never paid for your mother's love. Never paid for your highest ideals, your noblest thoughts, noblest aspirations of the soul. You pay only for the lower, the meaner, coarser things of life. It is a new view of life, and especially of the profession to measure it solely on the money side. Money is necessary to live, but let us not live solely for it. Eating is necessary to live, but let us not live to eat. Let us rise above that narrow, self-seeking plane on which men always find their work a drudgery and get some true happiness in helping others.

PRIMARY TEACHER A KINDERGARTNER.

Every primary teacher should be a kindergartner. She should be not only as a kindergartner but also the kindergartner methods and materials in primary teaching—in teaching the various subjects of the primary school. The larger number of teachers teaching in primary grades do not

understand the kindergarten methods and the adaptation of the material to primary teaching. In fact many who have had kindergarten training courses, are almost equally at a loss to know how to adapt the kindergarten methods and materials in the primary schools. Notwithstanding the fact that the system is admirably fitted and can very easily and naturally be adapted to the primary school. But it requires first special training in the science and art of the kindergarten, and then special adaptations of the methods and materials to primary work. The coming primary teacher must be kindergarten trained. She must be instructed and trained both as kindergartner and primary teacher. The nature of the child and the extension of the kindergarten system into the public schools demand this new and scientific training of kindergartners and primary teachers. Unfortunately for the kindergarten work it was for a long time looked upon as a separate institution with little relation to higher work. Now educators are coming to see the intimate connection, and the demand for kindergarten trained primary teachers is increasing rapidly. Every kindergartner should be able to teach equally well in the primary as in the kindergarten; and every primary teacher should be perfectly at home in kindergarten teaching.

This demand for kindergarten trained primary teachers on this coast can not be better illustrated than to refer to the selection of three kindergarten trained primary teachers out of the recent graduating class of the California School of Methods. A class of twelve was graduated in June as kindergartners and trained primary teachers. Supt. Riley of Butte City, Montana, visited the Summer School of Methods early in July in search of just such teachers. The result

was that Misses Lizzie Mackenzie, Emma L. Kooser, and Elma T. MacNeal, were selected with fine salaries to go to Butte City and introduce the kindergarten into the public schools. These young ladies were bright, competent and enthusiastic in kindergarten and primary work, and were pursuing further their studies in the summer school.

THE BUSY WORK CRAZE.

There is a class of well meaning but poorly trained primary teachers that are still making a fad out of "busy-work." The "busy-work" craze has about run its course in the best Eastern schools and is dying out. I speak of it here because it is not infrequently seen in California yet; and we sometimes hear those who are the most crazy on the subject praised as the perfection of primary teachers. There is hardly a more serious mistake in teaching than this "busy-work" craze. It comes from the erroneous notions that children must be amused instead of employed, that all sorts of toys and contrivances are necessary to amuse and interest them, that the teacher is a sort of slight-of-hand performer and show-mistress whose sole business is to arouse and tickle the curiosity of children instead of directing their activities into pleasurable and creative work. The rooms of some of these "busy-work" teachers present the appearance of a toy-shop rather than a happy work-room; and very often their manner and activities suggest the juggler or slight-of-hand-performer with his rattles, whistles and other devices.

Now all this comes from the fact that these teachers have not made a careful study of the child and educational materials. A thoroughly trained kindergarten and primary teacher never takes up the busy-work craze. All education is to her a development in power, knowledge and skill, and has a deep and scien-

tific aspect. Methods, devices and variety she knows how to use and will have enough but not too many. The best cure for the busy-work craze is scientific training in the kindergarten and new education. I never knew a teacher who had such training to run off on fads and devices, and lose sight of the true ends in teaching.

A ROYAL HONOR.

The National Educational Association at its last two sessions has undertaken the organization of a World's Kindergarten Association which is to be composed of kindergarten workers from all parts of the world, and meet in a Congress at the World's Columbian Exposition in Chicago next summer. A Board of Directors were appointed by the National Educational Association, composed of the most eminent kindergarten workers, men and women, in the United States and Canada, and have in charge the organization and management of the new World's Kindergarten Association. At a recent meeting of the Board of Directors, Mrs. Sarah B. Cooper of San Francisco was unanimously elected President of the World's Kindergarten Association. The duties of the position are very important. The President is expected to lead in all the executive work, put the new association in communication with all kindergarten work and associations with view of having them send delegates to the Congress, and preside at the sessions of the Congress. To aid the President in the discharge of these duties a very able Executive Committee of sixteen vice-presidents has been appointed, and the work will be classified and allotted to special committees composed of these vice-presidents.

Mrs. Cooper first declined to accept this royal honor, feeling that others might serve the cause as well as she.

when it became evident that her acquaintance would add harmony as well as strength, she took the advice of her most intimate friends in California and accepted the position. This is an honor that came unsought and unexpected to a most worthy and eminent woman, and of whom all America and especially California should feel proud. It is a fine tribute to the organizing genius, inspiration, and devoted love as well as the good sense and balance of mind of a noble woman. She will discharge the duties of the high position with a rare fidelity, a graceful dignity and a far-seeing wisdom in keeping with the grandeur of the movement. In the judgment of the writer no one else so well adapted could have been selected, none deserves to be more loved and more honored in the cause of children than Mrs. Cooper. In her great work for needy childhood she has won the love of more children, more pure and devoted women, and the esteem of more men than any other living woman. She has attained that state of mind and being in her work that true honor comes only from doing good, and she accepts no position however great unless she is convinced that duty calls her.

PROFESSIONAL TRAINING OF KINDERGARTNERS.

The greatest hindrance to the growth of the kindergarten system is the uneducated, half-trained, and incompetent persons turned loose in society as qualified kindergartners. The evil they leave behind their train is very great. They, ignorant of what true teaching is, not only experiment upon innocent children, and perpetuate the old error that any one can teach a little child, and thus give entirely erroneous notions to the public, but have the audacious cheek to set themselves up as competent to instruct

and train others, and induce young, uneducated girls to enter their classes, thus perpetuating their kind and increasing the error. Nearly every city of any size in California has one or more such "trainers;" and the result is that you can find any kind of a school called a kindergarten. That a girl is only fifteen and has not finished the grammar school course is no objection whatever, if she can pay the tuition. She is induced to enter the class, told how fine it will be to become a kindergartner, and in the course of a few months graduated with show and given a personal certificate called a diploma, and made to believe she understands the most philosophical system of education ever devised by man and that she is competent to undertake the most difficult task in education—the teaching of a little child.

Now I am thoroughly in favor of good kindergarten and professional training. With the elements of a liberal education as a basis, I think there is no education that develops young women as a scientific training in kindergarten pedagogics. I should not only like to see every teacher so trained, but every mother and every woman. I even go further, I would have courses in Normal Schools and colleges in the study of human nature and child life and philosophy of education and civilization for young men. Such instruction has a very liberalizing and humanizing effect over the minds and conduct of all who receive it. There is even some good received by these young girls and others from the instruction they get in these shoddy training courses. And if they did not persist in experimenting upon children, scattering false notions as to the nature of kindergarten work, and perpetuating their kind there would be some gain to society. As you might expect such training is

done for training only, and sends its extended hand in all positive ways. As an illustration of this there is one of these training efforts on this coast that has been for several years establishing trained workers calling its untutored lecturers to its graduates as principals and drawing a commission on the proceeds of the branches. This is far removed only with a vengeance. But think of the mental furnishing of a young lady who draws her intellectual workmanship from one of the branches. Pure as it may be most of us would decidedly prefer the truth.

Now the only way for the kindergarten cause to command respect of other educational workers is for its devoted and concentrated friends to condemn such. With malice towards none and charity for all they must have courage to stand for what they know is right. There should be no division on a matter so essential to the welfare of the work as this. These training schools which are aiming to raise the standard of professional training should not admit young women to their classes until they have scholarship enough to make successful teachers. The minimum standard for a professional training course for a kindergarten and primary teacher should be at least a three years high school course. If they are graduates of Normal Schools and Colleges so much the better. They will develop more in the cause, and their success as teachers will be greater. We need a higher standard of scholarship for both teachers and kindergartners and neither can receive a scientific training course without scholarship. The most scholarly woman engaged in teaching ought to be employed in the kindergarten and primary school. In this field, Normal and College graduates would find great opportunities for work. One of

the greatest needs of kindergarten work everywhere is first good professional training, and the second need is to enlist the activity of more scholarly women in the work. These two things are aimed at by all true friends and workers, and in no state is there a more general desire for culture and a higher standard of professional training than among the kindergartners of California.

CALIFORNIA SCHOOL OF METHODS

The Third Summer Session of the California School of Methods recently closed, was in all respects the most successful and pleasant of the institution, and is considered to be the most successful session of the kind ever held in the State. There were sixty-five teachers and kindergartners enrolled—more than twice the number of last year and more than five times the number of the first session two years ago. The enrollment was greater than the combined enrollment of all the other summer schools in the State. The register shows that fifty-three of the sixty-five teachers were graduates of Colleges, Normal and training schools, and that forty of them were trained kindergartners and primary teachers. This is a very significant fact showing that it is the professionally trained and progressive teachers that attend summer schools.

Throughout the whole session the enthusiasm was marked, interest deep and sustained and the spirit most kindly and helpful. Instructions and lectures were all good—there was no poor work done. Most of the work was excellent, and we have never seen more good work done in any summer school. Class instructions were given in History of Education by Miss Ora Boring of the Stanford University, in Free Hand Drawing by Prof. B. C. Brown and Miss E. L. Ames both of the Stanford University; in Kindergar-

songs and Games by Mrs. E. G. of Santa Cruz; in Science Teaching by Prof. Volney Rattan of State Normal; in General Methods by Prof. C. W. of State Normal; in School Management, Nature Lessons and Psychology by Mr. C. H. McGrew, Secretary; and a course of six lectures on Modern Science by President David Jordan of the Stanford University, one lecture on Experimental Psychology by Professor Frank Angell of Stanford University. A class of ten in kindergarten and primary was conducted daily by Misses McKenzie and Emma L. Kooser of Jose. The class was for observation and many of the teachers and kindergartners present were invited to pre-model lessons and present same to for illustration of special methods. Work in all classes was most kindly aided, and the relations between instructors and teachers were most friendly and congenial, resulting in very pleasant relations and friendship. Gratitude of the teachers was not expressed in formal resolutions but in personal con-

Secretary, Mr. C. H. McGrew, in the general management of the session.

He was assisted in the work of the office by Miss Hattie B. Griswold of San Francisco, and Miss Emma I. Casey of San Jose as Assistant Secretaries. Miss Charlotte F. Williams of San Francisco as correspondent for *San Jose* Journal, and Mr. F. K. Barthel correspondent for San Francisco journals.

The teachers were very faithful in their work, and in a large measure the success of the session is due to their aid. They relieved the Secretary of much work, and were very helpful to the teachers in many ways.

One of the most pleasant features of

the Summer School were the evening socials. These were managed by a committee of teachers and kindergartners and were free and informal. The usual stiffness and conventionality on such occasions were wanting. Kindergarten songs with motions, other music, recitations and conversation made these occasions delightful to all. The teachers of the Summer School further enjoyed themselves socially by making two excursions, one to Stanford University and the other to Lick Observatory. While at the great observatory they were especially favored and entertained by Prof. Barnard. He took every pains possible to show them the institution and use of instruments, so that as teachers they may impart such information to the children.

It is also an interesting fact that City Superintendents and educators from California, Oregon, Montana and Nevada came to the Summer School in search of teachers. The Secretary had the pleasure of introducing to these school men several teachers who were offered excellent positions by them which they accepted. So in every direction the School of Methods is recognized and is growing in influence.

CHILDRENS' GAMES.

PROF. EARL BARNES in sending us the annexed article, writes: "The following letter describing observations made on children's games is so suggestive that I send it to you entire. The observer has described clearly what she has seen and has, moreover, caught the spirit of the children as they played. Anyone interested in this subject will find a great number of plays described from the life in Games and Songs of American Children by W. W. Newell, New York, 1884.

It seems the greatest wonder to me that I have been so blind as not to have noticed without being told to do so the children's games. Isn't it strange when you come to think about it, that

the condition of things in general is changing—children's games remain for the most part the same. Since my little niece has gone to school, my attention has been most particularly called to the games which she plays, and they are so familiar to me that my childhood's days seem very near. "Tag"—*Last Tag*—*Face Tag* and all the many tags seem first on the list—isn't tag a queer word? I suppose we get our word *tagging* from it, then "King's X." Isn't it a singular commentary on our little knowledge of children, that we shouldn't know how to spell the words in their vocabulary! It is such an easy thing to say "King's X" and present your fingers crossed when you don't want to be "it." Somehow when I think of tag, I cannot help smiling as I remember our anxiety as we stood in a row and were each punched in turn by somebody's finger, and the fateful words were pronounced ending with "1-2-3, out goes she," and we knew that for that time at least we were not to be "it." Don't you think *it* is a queer word? I wonder how it came to be used—it was used in my day, and only to-day A. and her friends have been playing a game of tag exactly similar to my tag of yore, "it," "King's X" and all. A. cried with vexation of spirit yesterday, because her uncle gave her last tag as he left the house,—it seemed a matter of so much moment to her.

H. came to me this week and said: "Kite time is in," and I have been wondering since about the times of the year for the different plays. There is so much wind in March that I suppose the boys choose that as a good month in which to fly kites. I have written among my studies,—March—Kite time. I am going to watch for marble time this year; I suppose it will be some time in summer when the ground is dry;

then I shall mark off top time; and next year I shall watch again and see if in the main the games appear at about the same time in the respective years. Is there a tradition about games?—do they descend from one generation to another? I have been observing closely and I find very few, scarcely any, very new out of door games in the last twenty years. I suppose, perhaps base-ball is the game upon which they have improved most: we had it in embryo, as "One old cat." I watched A's friends as they played—they were jumping rope—exactly as we used to; when one of us missed we took an end and turned for our neighbor, and our ambition was to be able to jump a hundred without "missing"—and while I watched came the well known formula, "pepper-salt-mustard-vinegar." Of course with vinegar, you always "missed," no human being could keep up the strain. I always go to all the children's parties of the neighborhood; I don't have time for many grown up affairs, but I always have time for the children's parties, so I am *au fait* in their games of to-day. At the last one we had first "London Bridge is falling down," etc.

"Here come some ducks a roving, a roving, a roving,

Here come some ducks a roving, and a rancy dancy dee," etc.

Exactly the same quaint old tunes—I don't in the least know how to spell some of the words, never having seen them written. I am giving you only games that I played over and over again when I was a child, and that all the children play now-a-days, exactly the same words, exactly the same tune.

A favorite game is Miss Jinny O Jones—one girl is Miss J. O. J. and stays by herself—the others join hands, and keep

step, marking time to the music they
back and forth in front of her:

ne to see Miss Jinny O. Jones, Miss Jinny
Jones,
e to see Miss Jinny O. Jones, and how is
le to-day?"

is J. replies and they go on with a
of crooning dialogue, till Miss Jinny
s them, and the one who is caught
nes Miss Jinny; and so the game
on; this is very common.

tle Sallie Waters, and Here we go
d the Mulberry Bush, are favorites,
e "Drop the Handkerchief" seems
ep up its popularity.

ave been observing little girls with
dolls often of late, and it seems
ge to me that in so many cases the
est little girls, living among the
st relatives feel called upon to pun-
their dollies. They so often play the
s are naughty, and they must
r be whipped, or put to bed, or
thing positively cruel must happen
em; perhaps I have not observed
gh cases, but my little friends have
quite severe in their discipline. It
s to me they ought to play exactly
ther way, and play the dolls were

le general out door games seem to
nded down, as each boy during his
hood seems to play "Hi Spy"
nny" and there is always "Blind
s Buff" and "Puss in the Corner."
individual games there are as many
ent kinds as there are different
ren.

listened to H. and A. yesterday;
were tired of everything, dolls and
dishes, and school, so H. suggested
A. have an operation performed
ar to the one he went through; he
d be the Doctor. I wish you could
seen the faithfulness with which
detail was carried out. The largest
were nurses from the hospital; the

instruments were a collection of all the
scissors in the house, and all the shining
manicure sets; they were ranged side by
side on the table, and made a glittering
array fairly imposing. Bandages were
prepared while A. lay groaning on the
lounge in the most alarming manner.
Finally a Japanese napkin was placed in
water, that the color might run out, to
represent blood. The chloroform was
given her exactly as it was given H.
only she had to be chloroformed every
two or three minutes, and finally the op-
eration began. H. took the sharpest of
the manicure instruments, and proceeded
to scratch poor A. with it—she forgot
that to be realistic she would have to
stand the pain, the chloroform did not
do its work, and H. fled with the patient
after him. This is only one out of a
long series of original games which they
make up. I love to watch the children
play school—and here again some one is
always punished; the teacher seems to
take the greatest delight in displaying
her power over the others, and I have
seen such faithful reproductions of some
of my neighbors that it has made me
wonder how I look myself in the mirror
of my children's hearts. The children of
the neighborhood come to play with our
children, as H. cannot go to them, so I
have opportunities a little above the
average for observing them. In their
play of school I have never known them
to play they were all good; they play
they were bad, and are constantly being
punished. I have never seen them play
they loved their teacher—but in their
plays the most dreadful feud seems to ex-
ist; the teacher is armed with a ruler,
and the greater the disorder and dis-
obedience the more fun they appear to get
out of their game of school. Little boys
from two years upward seem to love to
play with horses, or little wagons, or

reins, or anything at all suggestive of horses—but in their plays it is wonderful how strongly the imaginative element appears in children very young. I have been observing lately how contentedly the youngest children will drag a little wagon; they like it if it is red. So many of the wagons and children's toys generally are painted red, because the popular belief is that children prefer red. I wonder if they wouldn't like yellow, or bright orange, better. Wouldn't you decide that the horse must be the favorite animal of young children, very young children, since he is such a large element in their plays?

Children tire easily of certain things—some mechanical toys perhaps; but it has not been my observation that they tire of their games. They could play certain games every day, school for instance. They seem to me to take more actual comfort in games where they imitate their elders. Expensive toys are not necessary adjuncts to the play element; given imagination strongly developed, and the poorest child may be happy in his own peculiar, individual way.

The Relation of the Public School to Civil Liberty.

BY NELSON RECTOR.

The enlightenment and the liberty of the people are so intimately connected that wherever we find either there we shall find the other also. So mutually dependent are they, that the one can not survive where the other is not maintained.

Ignorance is the chief cause of crime the accompaniment of superstition, and the foundation of tyranny.

The annals of all nations, dead and living, reveal the fact that "life, liberty, and the pursuit of happiness" have been

most highly prized and most jealously guarded where knowledge has been most generally diffused. The severest despotisms flourish only in ignorance.

The pyramids, raised by slaves testify to the despotism of ancient Egypt and the ignorance that made that despotism possible. Athens, the mother of art and literature, was no less the home of slavery: Socrates lived the life of a sage, but ignorance enslaved him. Roman Emperors pushed their lines of conquests to the confines of the known world and hold in bondage for centuries the unlettered peoples of the earth. Separated by such hard national lines as the prejudice of ignorance draws, they were never united, and when the power of the Queen City departed, her empire broke into discordant fragments.

The history of the centuries known as the "Dark Ages," which followed the dissolution of the Roman Empire, must ever remain to a great degree unknown. The lessons of a thousand years, however, have been learned.

The nations of the earth to-day, that are the most enlightened, enjoy the most liberty;—prominent among which may be mentioned the United States, Great Britain, France, and most of the German States.

As are its units so is the nation, for individuals make the state; and, if you would have a man command respect and be self-reliant, educate him; so, if you wish to establish a government for the people that shall mete out justice at home, and maintain her dignity abroad, educate her people.

But, the simple cultivation of the mind without regard to the manner of its attainment can not lead to the best results. "The tree inclines as the twig is bent." The character of the man depends largely upon the training of the

Our own national constitution was wrought about by chance, nor by a interposition of Providence. She has always placed a premium on knowledge, and stands to-day as a city on a hill, the beacon light of the world, propagating her rays of truth to every nation of the earth.

Speaking of the United States, a clever English writer has this to say: "The characteristic facts in their constitution are the cheapness and efficacy of government, the universality of education, the omnipresence of its per-press, the high feeling of self-reliance which exists in the very humblest, and the boundless spirit of enterprise which pervades society from top to bottom. The higher classes are less educated than in England. The middle classes are, perhaps, less carefully in-structed; but the American people taken collectively, are better educated and more intelligence and manliness of character, than any other nation in the world."

The common schools of America as a nation to keep our rank among the nations of the earth are more important than all the iron-clads, and legions of soldiers that can be equipped and maintained. These can only be made invincible by enlightened freemen, and without them would be a potent means to hasten our downfall.

They have said that the freedom of a nation depends upon the enlightenment of its people, but are not prepared to say whether or not the degree of civil liberty is in direct ratio to the degree of enlightenment.

It is as impossible as it is unnecessary for all people be highly educated. The mass of people will ever remain contented with the rudiments of an education. It devolves then upon every state

to look well to her provision for founding and preserving a thorough system of free schools. It is impossible for one to love his country without knowing something about its government, and his own relation to it.

No one will deny that there is any branch of our civil polity so necessary as the maintenance of the common schools. It is the most sacred of all our civil institutions. Washington has said, "Promote as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it should be enlightened."

How far have we observed this admonition? If the father of his country could come from the "shades of Vernon" to our own fair California, in our loyal school teachers he would discover that power which will perpetuate our Union and make us truly free.

Nature Reader, No. 4, of the Sea-side and Way-side series, by Julia McNair Wright, is an especially fascinating volume. As stated in the preface, "the main object of this series is to cultivate the faculty of observation and direct taste in noble lines." This volume treats of geology, astronomy and biology and is a good introduction to severer studies in these sciences. 361 pages, 70 cents, D. C. Heath & Co., Boston.

To students who desire an introduction to Anglo-saxon literature, the edition of "Beowulf,"—the celebrated Anglo-saxon epic poem—will be especially valuable. The poem is edited by John Leslie Hall, Prof. of English history and literature in the College of William and Mary. It contains notes and glossary. D. C. Heath & Co., Boston.

Normal Index Department

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LAST January, we took charge of the "Index Department." Great were our hopes, greater still our plans. We were to revolutionize modern journalism. We have not done so, but we have gained some knowledge of the science, and notwithstanding a few trials and tribulations, we have had a pleasant experience.

We must bid farewell and welcome in the same breath; farewell to the old staff with which we have had such agreeable relations; welcome to the new staff which we know will accomplish *much, very much* under the able leadership of its editor.

Miss Myrta More of the Literary Department is to be the autocrat of the editorial department. Her associate will be Miss May McDougall. We wish them success, and in the words of the Persian "May their shadows never grow less."

Oberlin purposes to reproduce the Olympic games on her field day. Many ancient sports will be introduced, and *robed heralds* will announce the event.

LITERARY.

PHYSICAL CULTURE IN THE PUBLIC SCHOOLS.

The moral and intellectual natures of man have always been regarded as proper subjects for training and development, and is there any reason why his physical being should not receive the attention due to it? That physical culture should claim the precedence, is indicated by the fact that the physical is prior in order of development. Yet one finds little attention paid to training the body, compared to that given to the cultivation of the mind.

Within the last fifty years the program of school work has greatly changed. One hears of the time when the only subjects taught were Reading, Writing and Arithmetic. To be sure, there were colleges where one might receive a higher education, but in common schools instruction was given only in the "three R's." As civilization advances, however, and educators find that the human being should receive attention on all sides, the programme of work changes, as is shown by the number of studies in the curriculum even of the country school. Aside from training the intellect, the good teacher gives much attention to the moral nature of her pupils. Still, if one be truly educated, as Hewitt says, all of his powers must be cultivated, the physical as well as the mental and moral. Many years ago the most eminent thinkers, Luther, Bacon, Rousseau, Pestalozzi and others, advanced this idea, that "the time was ripe for a more practical formulation of the problems of physical training." Educators of to-day realize this fact; hence the discussion on introducing physical culture into the public school.

Physical culture includes two distinct

of work—the symmetrical development of the body, and aesthetic culture, which Delsarte treats. The former is obtained by means of gymnastics, given not as an end, but as a means to an end. The gymnastic teacher has to consider the needs of his pupil, and arrange his work accordingly. For example, a pupil has a narrow chest, and consequently lungs that cannot properly perform their function. The teacher's duty is not only to notice this fact, but to prescribe suitable exercises for its remedy.

That before long, the broadening of the chest will repay the combined efforts of teacher and pupil, has occurred too frequently to be questioned. The American Indian affords an excellent example of the effect of physical training. Reared in the open air, he had every opportunity for the development of his body; the lance alone brought into play every muscle, and he was esteemed the greatest warrior who could longest endure in the chase or field. The result of this training is shown in his magnificent physique and senses of unrivalled keenness.

Everyone admires a symmetrical and well-developed body, but add to this strength and ease, and his pleasure is increased. The latter is the result of aesthetic culture, the other division of physical work. In training for development, the members of the body act according to the dictates of the will, while in the training of polishing the will must not control the body.

To prevent its control, the much abused "devitalizing" exercises are

many make teaching their means of sport, thinking it is easy work with children from 9 to 3, or perhaps 4. Any teacher who is under this impression cannot be a successful teacher. A true instructor is a missionary, ever on the alert and ready for anything that will benefit his

pupils in spite of the extra work it will make for himself. Physical culture in the school makes more work, certainly; but do you think of leaving out the arithmetic because it takes valuable time and requires your attention? "As the twig is bent, the tree is inclined." The children of to-day are the men and women of to-morrow. Is it not then necessary, if we wish the men and women of the future to reach our ideals of physical excellence, that the child be trained in that direction? Does it not stand to reason that this training must come in the school, where a greater part of the child's time is spent?

You say children get physical culture from their games, walking to and from school, or, as is the case with the country boy, "doing chores." They get a certain amount of exercise to be sure, but that is only a small part of physical culture, as it is now understood. That these are insufficient is shown by the fact that many of the most active children are deformed by "round shoulders," or "hollow chests," or have awkward manners.

Whom did I hear say, "Well, if you give it at all do not put it in the country school?" Why not? Is it true that city people are so much superior, that they demand more attention, or are they inferior and need more training? Let Jackson, Garfield or Lincoln answer. Why should the country person be marked by his awkward bearing? It has been observed that wherever physical training has been given one finds flexible and graceful bodies. Then, by all means, allow the country boy to cultivate himself along the same lines as his city cousin.

A fine personal appearance is very desirable; but, above this, everyone ranks good health, which "is the soul that animates all enjoyments of life, which fade

and are tasteless, if not dead, without it." Physical culture does much for the health. By the regular repetition of a simple gymnastic exercise, the muscles are developed and strengthened, the blood is driven over the body with greater rapidity, respiration is quickened and the increased supply of life-giving oxygen makes the blood purer. With the main organs strengthened, the whole body cannot fail to be in a more healthy condition.

Gymnastic movements assume an educational, as well as a hygienic character. The intellectual powers receive sound drill—the perceptive, memory, judgment, reason and, above all, the will. From the fine statuary that has descended to us we can see how much the ancient Greeks appreciated a perfectly developed physical form. The gymnasium was the place for both physical and intellectual culture. The training of body and mind went hand in hand, and the Venus de Milo and the Iliad are the result of this companionship.

Of what value is a vigorous body when the head has not strength to rule over it properly, or a strong mind with a body too weak to carry out its plans and purposes? "A man is only as strong as his weakest part." Shall we not therefore look for the harmonious development of the whole nature, physical, mental and moral.

M. W. M.

SCIENTIFIC.

THE SOLAR MICROSCOPE.

The solar microscopes, made by the students of the San Jose Normal School, have been carefully described in the September number of the *Pacific School Journal* for last year.

They are simple, inexpensive instruments, constructed upon the same principle as the magic lantern is, but the sun is the illuminating power. The room to be used should be darkened and the image is projected upon a screen. One can readily see why this instrument is superior to the compound microscope for class work, for all the children can observe the object at the same time. They can also draw the enlarged object from the screen, if sufficient light is admitted into the room, but not enough to render the magnified object indistinct.

These microscopes are now being made by the Normal students as a part of the work in manual training and in Physics. Instruction is also given in the preparation and mounting of objects for the microscope, though it is not necessary to mount objects for temporary use. They may be moistened enough to adhere to a glass slide and can be used temporarily in this way.

But if the object is to be preserved for future use in the class room, it should be mounted on a glass slide one inch by three inches, which has been thoroughly cleaned with alcohol. Care should be taken to clean the slide thoroughly, as any dust upon it will be magnified and will mar the distinctness of the image. The object to be mounted, suppose it is the wing of a fly, should be placed in the center of the slide. Then a smaller and thinner piece of glass, which is also thoroughly clean, and which has cement around its edges, should be placed over the wing, and held down firmly in place in the slide until the cement hardens. The slide is then ready to be used, and the specimen is preserved.

I have been using the solar microscope with the study of entomology, and find it has done much to increase the interest in that subject. I have found that

slides containing the dust from the wings of butterflies have been particularly interesting to the children. If you drop some of the dust from the wing of a butterfly upon a slide, and mount in the manner I have described, or use it without mounting, it will be an interesting study. The wing of a butterfly, with the dust rubbed off from one part, when mounted shows plainly that it is the dust that gives the color to a butterfly's wing. I have also mounted the legs, proboscis, and antennæ of butterflies. The antennæ of moths are interesting microscopic objects, when compared with the antennæ of butterflies:

The mouth parts of insects afford excellent opportunities for cultivating the reasoning faculties, as well as the perceptive faculties, if these parts are compared in the different insects, and the reasons given for the differences. Such questions as "Why does a butterfly need a proboscis that can be uncoiled?" "Why isn't a bee's mouth like the mouth of a butterfly, or a butterfly's like that of a beetle?" lead the children to observe more carefully, and serve to arouse thought. Similar questions might be asked about the legs. The leg of a bee when mounted to show the pollen pocket in the hind leg, and the bee's mouth when mounted to show the five parts of the proboscis, also the sting of a bee, afford opportunities for interesting study.

Such questions as, "Why is the leg of a bee more hairy than the leg of a fly?" "Why does a grasshopper's leg differ from the leg of a bee?" will serve to arouse thought as well as to cultivate observation. The venation in the wings of insects can be well observed with the aid of the solar microscope, and makes very interesting work.

These objects are only a few of a large number I have been able to prepare, and

have been used with excellent results. But while I use the microscope with entomology work, I do not let that be all of the work. I have used it successfully only after each child has observed the insect in the class room. Then he is able to view the magnified object intelligently. I think work with the solar microscope is so fascinating both to the teacher and the pupils that there is danger of carrying it too far, and of making it an end rather than a means. I have endeavored to guard against this by holding the children responsible for what they see, and by having them draw the object from memory.

Some may think that this work takes a great deal of time which they cannot afford to spend in this way. Others may think there is no sense in it, no need of it, the children had better do something else; that this is wasting time. But I find that it has not taken up much time and that time has been well spent. The interest aroused in observation work by the use of the microscope has spread to the other less interesting work, and has made all of the class work pleasanter than it would otherwise be. I believe that the study of natural science opens the eyes of the children so that they will be able to do their other work in a shorter time than they could otherwise do it.

We cannot afford to lose any means of arousing interest in the children or of making their school work pleasant. If children are interested they cannot help learning something. Perhaps there would be less need of "keeping order" if the school work were made more interesting and pleasant. If the solar microscope did nothing else but interest the pupils this alone should recommend it to all enthusiastic teachers.

CLASS SONG.—JUNE '92.

TRIO.—

Throughout our whole lives may this thought,
 like a song,
 In its truth and its helpfulness, win us
 To reaching our highest in going along,
 Living up to the best that is in us.
 Up to our highest, each day, ev'ry day,
 Though toilsome and oftentimes weary the
 way,
 But still going upward we finally may
 Make our lives show the best that is in us.

CHORUS:—

Live up to the highest the heart may hold;
 To the highest in work or rest;
 To the true ideals that the thoughts enfold;
 Live up to the highest and best.

TRIO—2nd Verse.

Oh why should we sing you a farewell song,
 As if ties of our school-life must sever?
 When teaching in schools of our own, we be-
 long
 To the Normal more truly than ever.
 It is ours to make plain that the Normal is
 just
 In sending us outward as worthy of trust.
 Our fitness for work, our willingness must
 Be approved by our earnest endeavor.

CHOR:—

SOLO—

We feel no mere gladness that lessons are
 done,
 And in all our enjoyment comes o'er us,
 The thought that the battles not easily won
 Have prepared us for duties before us.
 And looking backward, our class agrees
 That every past discouragement flees
 Thinking of benefits, rather than C's,
 We thank our teachers in grateful chorus.

CHO:—

And although our study as class work ends,
 And our thoughts are outward-reaching,
 Our work in common will hold us friends,
 As we strive to follow the voice, beseeching,
 That our lives shall prove our motto true,
 And the class of the summer of Ninety-Two
 Accomplish the most that a class can do,
 Living up to the best in its teaching.

ALUMNI NOTES.

For the past year Lillian Berger, Dec. '87, has been teaching in Colusa Co.

Sadie B. Honn, Jan. '90, is teaching in the graded school of Saint Helena.

Zader Eley, Dec. '87, finished her third term in the Sweet Flower district.

Phoebe Parker, May '81, is teaching in San Diego.

Fannie Hay, Jan. '90, have just finished a successful term of teaching near Watsonville.

Oliver Webb, Dec. '87, occupies the position of manual training instructor in the schools of San Diego.

Luella M. Alexander, June '91, finished her first school in Conn Valley School, St. Helena, Napa Co.

A. E. Shumate, June '88, has been appointed principal of the Los Gatos school, Santa Clara Co.

Georgia Thatcher, June '89, has been elected to teach one of the highest grades in the San Diego city schools.

Estella Murdoch, Jan. '91, and Annie W. Brewer, June '91, have recently been elected to positions in the San Diego schools.

Olive A. Alexander, June '91, has a pleasant school of fourteen pupils at Sur, Monterey Co., in the Palo Colorado district.

Leota McCreary, Class of June '91, finished an eight months school in the Green District Fresno Co., last term.

Christina Reeg, Jan. '92, taught three months since graduation in the Greenville District, El Dorado Co.

Marion L. Eaton, June '91, has not taught since graduation, but has a pleasant school engaged for next fall.

Frances Brotherton, June '90, who has been teaching in Paskenta, Tehama Co., is engaged to teach in the Red Bluff graded schools.

Lizzie Armstrong, May '87, and Mirian F. Kooser, Dec. '83, have been re-elected to positions in the San Diego City Schools.

Miss Helen C. Mackenzie, May '87, has taught continuously in San Diego since Aug. '87. She is considered one of San Diego's best teachers.

Miss Alma Patterson, March '77, who has taught very successfully in San Diego city for a number of years has resigned her position on account of ill health.

Hattie M. Canfield, June '90, who has charge of the Las Virgenes school, writes she has just returned from a very pleasant institute in Los Angeles.

Miles, June '89, has not taught during last year.

Grozelier, Jan. '90, writes that she last term at Smith Flat.

P. Hatch, June '90, is teaching in Lake district, Mono Co.

J. Matthus is teaching in the Frank-trict school, Santa Clara Co.

H. J. Barton (*nee* Hyatt), Class of May teaching at her home in Oak Bar.

Garet Claussen, June '91, is teaching the school, Monterey Co. She has an enent of thirty-three pupils.

a seven months' term, the Quartz Val-district School closed. Lida Diggles, '90, was in charge.

MacGowan, May '87, is teaching in idgeville school. She has been teaching hool for three terms.

Cuddeback District school, Humboldt as been taught for three months by Nel-Beekwith, Class of June, 1891.

M. M'Cuen, Jan. '90, who has had t of a school in El Dorado Co. during nter, is now teaching in Oleta, Amador

a seven months term, the Gazelle, Siskiyou Co., closed in April. Bertha sh, June '90, has had charge of the for two terms.

graduation, E. E. Roberts, June '91, aught in Pleasant Grove, Sutter Co. Durie winter months, he taught a private hool and a private night school.

intermediate department of the Tacoma, nton school is being taught by Edith hols, May '87. She writes that she has y pleasant room, with thirty-eight rs.

h Griswold, June '89, and Miss M. P. n, have been engaged to teach English mmanship in Santa Tekla, San Salvador, d America. They expect to begin work the middle of October.

L. Conn (*nee* Lizzie Miller), Class of May as taught ten years since graduation, opes to get a life diploma this year. of these ten years have been spent in rk Street Primary School of Walla Washington.

Kate B. Hall, Jan. '92, has not been teach-ing, but expects to begin in September.

W. J. Dougherty, June '91, is teaching in Aromas district, San Benito Co.

Alma I. Worrell, June '91, has not taught since graduation.

Myra A. Fairfield, Class of Jan. '92 has not taught since graduation.

Amy Whatmore, May '83, is principal of one of the San Diego city schools.

Helen Sumner, June '90, begins work near Alma, Santa Clara Co. this month.

Annie Hughes, June '89, has completed her term's work at Mistietoe district.

Gertrude Vinzent, June '90, has been teach-ing a small private class in San Francisco.

Frank A. Butts is principal of the Arcata school. Miss Etta Ogden is one of his assist-ants.

Mary E. Norton, Xmas '84, is teaching in Fresno. She has taught fifteen terms since her graduation.

Katie L. Cull, Class of June, '90, who has been teaching since graduation in Fresno Co., was married to Mr. Orr a short time ago.

Owing to ill health, Lillian M. Libbey, Jan. '91, has not been teaching. She hopes to teach again next year.

Elinor D. Pratt, May '86, gave up teaching April 1890, to take a position in the office of the U. S. Surveyor General, San Francisco.

Marguerite Joyes, June '90, has charge of the school in Tuuis district, San Mateo Co. She writes that there are few Normal gradu-ates teaching in that county.

Florence M. Hayes, May '86, is teaching her third term in the Cayton school. She has a school of twenty-two pupils, four of which are Indian children.

Blanche Tarr, June '89, who has had charge of the Santa Maria school, which closed the last of May, spent her vacation in San Jose. She expects to take charge of the same school next term.

Alice Crawford, Class June '90, has taught sixteen months since graduation. For the past six months she has had a Grammar grade school of forty-seven pupils at Sawyer's Bar, Siskiyou Co.

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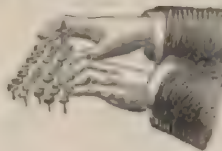
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CUSTOM IN EDUCATION, AS IN ALL other things, is generally frowned upon as being a bar to progress. That quality of the human mind which rather urges it to obey King Fashion than to stand alone, may, however, be not so great an obstacle to growth as it is often declared to be. If every one were "a law unto himself," disdaining to follow, but endeavoring always to lead, and ever exhibiting his "whims" and "eccen-

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trictities" under the consoling title "individuality"—life would be very noticeably increased in obstinacy and selfishness, while probably not at all advanced in true originality.

The ability to lean, paradoxical as it may sound, is the first requisite of strength. We must build upon what has already been achieved, not discredit everything and start at bed-rock. The astronomer must know Kepler and Newton and Laplace before he is enabled to find new paths among the stars; the biologist must know Huxley and Haeckel better than protoplasm before he is fairly

equipped for original research; the minister bases himself on the theology of the past, and the lawyer and physician in recognized authorities in the law and medicine. None of these presume to have an experimental knowledge of all the principles involved in their sciences or callings. Why, then, should teachers not learn all they can about teaching from those who are authorities in the art? Read books, magazines—anything, that will elevate the vantage ground of truth. When the learning of the great teachers of the past is ours; when we know of Socrates, of Compayre, of Rousseau, of

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benefit. With articles giving the results of original research under the guidance of Professor Earl Barnes of Stanford University, the department will be especially valuable to teachers who desire to gain a knowledge of the educational laws of childhood.

THE MATTER FOR THE STATE Advanced Geography prepared by Mrs. F. P. Wilson and Professors Kleeberger and Rattan of the State Normal School, is now in the hands of the printer. The book will contain about one hundred pages. More space than usual is given

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Respectfully, GEO. W. FRICK.

AMONG THE MANY TESTIMONIALS WE have received, none seem more to the point than the following from Geo. W. Frick, Superintendent of schools of Alameda county:

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WHILE ON EVERY HAND COMPLAINTS are heard against crowded courses of study, and the difficulty of grading the country school, County boards may well follow the example set by San Luis Obispo County. Superintendent Armstrong, in sending us the new manual for that county writes, "You will observe that it reduces the course of instruction that is compulsory to the absolute legal minimum and that Algebra, Physics, English Literature and Word Analysis are taken from the Eighth Year and put into an optional Ninth Year course. I believe all counties in the state will do likewise when the advantages thus secured are brought to their notice. In no

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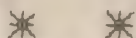
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be called.) Miss Balis is a graduate of the San Jose Normal and exhibits in this little book a share of the sympathy and observation that has contributed to make her a successful teacher. Price \$1.00, Gilt-edge edition \$1.25.

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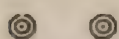
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The Pacific Coast Teacher.

VOL. II.

OCTOBER, 1892.

No. 2.

COLUMBUS DAY CELEBRATION.

The Official Programme for the National Columbus Public School Celebration
of October 21st, 1892.

PREPARED BY THE EXECUTIVE COMMITTEE.

IN obedience to an act of Congress, the President, on July 21, issued a proclamation recommending that October 21, the 400th anniversary of the discovery of America, be celebrated everywhere in America by suitable exercises in the schools.

A uniform programme for every school in America, to be used Columbus Day, simultaneously with the dedicatory exercises on the World's Columbian Exposition grounds in Chicago, will give an impressive unity to the popular celebration. Accordingly, when the superintendents of Education, last February, accepted *The Youth's Companion's* plan for this national public school celebration, they instructed their executive committee to prepare an official programme of exercises for the day, uniform for every school.

To enable preparations to begin immediately, the executive committee now publish

THE OFFICIAL PROGRAMME.

For the National Columbian Public-School Celebration, Friday, October, 21, A. D., 1892.

[NOTE.—The schools should assemble at 9 A. M., in their various rooms. At 9:30 the detail of veterans is expected to arrive. It is to be met at the entrance of the yard by the color

guard of pupils, escorted with dignity to the building, and presented to the principal. The principal then gives the signal, and the several teachers conduct their pupils to the yard, to beat of drum or other music, and arrange them in a hollow square about the flag, the veterans and color guard taking places by the flag itself. The master of ceremonies then gives the command "Attention!" and begins the exercises by reading the proclamation.]

I. READING OF THE PRESIDENT'S PROCLAMATION,

.....*By the Master of Ceremonies*

WHEREAS, By a joint resolution approved June 29, 1892, it was resolved by the Senate and House of Representatives of the United States of America in Congress assembled "That the President of the United States be authorized and directed to issue a proclamation recommending to the people the observance in all their localities of the 400th anniversary of the discovery of America, on October 21, 1892, by public demonstration, and by suitable exercises in their schools and other places of assembly.

NOW, THEREFORE, I, Benjamin Harrison, President of the United States of America; in pursuance of the aforesaid joint resolution, do hereby appoint Friday, October 21, 1892, the 400 anniversary of the discovery of America by Columbus, as a general holiday for the

people of the United States. On that day let the people, as far as possible, cease from toil, and devote themselves to such exercises as may best express honor to the discoverer, and their appreciation of the great achievements of the four completed centuries of American life.

Columbus stood in his age as the pioneer of progress and enlightenment. The system of universal education is in our age the most prominent and salutary feature of the spirit of enlightenment, and it is peculiarly appropriate that the schools be made by the people the center of the day's demonstration. Let the national flag float over every school-house in the country, and the exercises be such as shall impress upon our youth the patriotic duties of American citizenship.

In the churches and other places of assembly of American people let there be expressions of gratitude to Divine providence for the devout faith of the discoverer and for the divine care and guidance which have directed our history and so abundantly blessed our people.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the city of Washington, this 21st day of July, in the year of our Lord one thousand eight hundred and ninety-two, and of the independence of the United States the one hundred and seventeenth.

BENJAMIN HARRISON.

By the President: JOHN W. FOSTER, *Secy. of State*.

[NOTE.—At the close of the reading, the master of ceremonies announces: "In accordance with this recommendation by the President of the United States, and as a sign of our devotion to our country, let the flag of the Nation be unfurled above this school."]

2. RAISING OF THE FLAG By the veterans.

[NOTE.—As the flag reaches the top of the

staff, the veterans will lead the assemblage in "Three Cheers for 'Old Glory.'"]

3. SALUTE TO THE FLAG By the pupils.

[NOTE.—At a signal from the principal, the pupils, in ordered ranks, hands to the side, face the flag. Another signal is given; every pupil gives the flag the military salute—right hand lifted, palm downward, to a line with the forehead and close to it. Standing thus, all repeat together, slowly: "I pledge allegiance to my flag and the Republic for which it stands: one Nation, indivisible, with liberty and justice for all." At the words, "to my flag," the right hand is extended gracefully, palm upward, towards the flag, and remains in this gesture till the end of the affirmation, whereupon all hands immediately drop to the side. Then, still standing, as the instruments strike a chord, all will sing "America"—"My Country, 'tis of Thee."]

4. ACKNOWLEDGEMENT OF GOD Prayer or scripture.

5. SONG OF COLUMBUS DAY By pupils and audience.

(Contributed by the Youth's Companion.)

Air: Lyon.

Columbia, my land! all the glad day
When first to thy strand Hope pointed the way:
Hail him who thro' darkness first followed the
flame

That led where the Mayflower of Liberty came.

Dear Country, the star of the valiant and free!
Thy exiles afar are dreaming of thee.

No fields of the earth so enchantingly shine,
No air breathes such incense, such music as
thine.

Humanity's home! thy sheltering breast
Gives welcome and room to strangers oppress'd.
Pale children of Hunger and Hatred and Wrong
Find life in thy freedom and joy in thy song.

Thy fairest estate the lowly may hold,
Thy poor may grow great, thy feeble grow bold;
For worth is the watchword to noble degree,
And manhood is mighty where manhood is free.

O Union of States, and union of souls!
Thy promise awaits, thy future unfolds,
And earth from her twilight is hailing the sun
That rises where people and rulers are one

—Theron Brown.

6. THE ADDRESS "The Meaning of the Four Centuries."

(Prepared by the Youths Companion.)

The spectacle America presents this day is without precedent in history.

ocean to ocean, in city, village, country-side, the children of the s are marshaled and marching under banner of the Nation, and with them people are gathering around the il-house.

n are recognizing to-day the most massive anniversary since Rome celebrated her thousandth year—the 400th anniversary of the stepping of a hemisphere into the world's life; four centuries of a new social order; celebration of liberty and enlightenment—organized into a civilization.

d while, during these hours, the al Government of these United s strikes the key-note of this great ican day that gives honor to the ion American Institution which s us all, we assemble here that we, may exalt the free school, that ems the American principle of universal enlightenment and equality—the characteristic product of the four ries of American life.

ar hundred years ago this morning, Pinta's gun broke the silence, and anced the discovery of this hemisphere. It was a virgin world. Human hitherto upon it had been without icaunce. In the Old World for ands of years civilized men had trying experiments in social order.

had been found wanting. But was an untouched soil that lay for a new experiment in civilization.

All things were ready. New had come to light, full of over- ing power, in the Old World. In few World they were to work to- r with a mighty harmony.

was for Columbus, propelled by this life, to reveal the land where these forces were to be given space for de- ment, and where the awaited trial e new civilization was to be made.

To-day we reach our most memorable milestone. We look backward and we look forward.

Backward, we see the first mustering of modern ideas; their long conflict with Old World theories, which were also transported hither. We see stalwart men and brave women, one moment on the shore, then disappearing in dim forests. We hear the axe. We see the flame of burning cabins and hear the cry of the savage. We see the never-ceasing wagon trains always toiling westward. We behold log cabins becoming villages, then cities. We watch the growth of institutions out of little beginnings—schools becoming an educational system; meeting-houses leading into organic Christianity; town meetings growing to political movements; county discussions developing federal governments.

We see hardy men with intense convictions, grappling, struggling, often amid battle smoke, and some idea characteristic of the New World always triumphing. We see settlements knitting together into a nation with singleness of purpose. We note the birth of the modern system of industry and commerce, and its striking forth into undreamed of wealth, making the millions members one of another as sentiment could never bind. And under it all, and through it all, we fasten on certain principles ever operating and regnant—the leadership of manhood; equal rights for every soul; universal enlightenment as the source of progress. These last are the principles that have shaped America; these principles are the true Americanism.

We look forward. We are conscious we are in a period of transition. Ideas in education, in political economy, in social science are undergoing revisions. There is a large uncertainty about the outcome. But faith in the underlying

principles of Americanism, and in God's destiny for the republic, makes a firm ground of hope; The coming century promises to be more than ever the age of the people; an age that shall develop a greater care for the rights of the weak, and make a more solid provision for the development of each individual by the education that meets his need.

As no prophet among our fathers on the 300th anniversary of America could have pictured what the new century would do, so no man can this day reach out and grasp the hundred years upon which the Nation is now entering. On the victorious results of the completed centuries, the principles of Americanism will build our fifth century. Its material progress is beyond our conception, but we may be sure that in the social relations of men with men, the most triumphant gains are to be expected. America's fourth century has been glorious; America's fifth century must be made happy.

One institution, more than any other, has wrought out the achievements of the past, and is to-day the most trusted for the future. Our fathers, in their wisdom, knew that the foundations of liberty, fraternity and equality must be universal education. The free school, therefore, was conceived the cornerstone of the Republic. Washington and Jefferson recognized that the education of citizens is not the prerogative of church or of other private interest; that while religious training belongs to the church, and while technical and higher culture may be given by private institutions, the training of citizens in the common knowledge and the common duties of citizenship belongs irrevocably to the State.

We, therefore, on this anniversary of America, present the public school as

the noblest expression of the principle of enlightenment which Columbus grasped by faith. We uplift the system of free and universal education as the master force which, under God, has been informing each of our generations with the peculiar truths of Americanism. America, therefore, gathers her sons around the school-house to-day as the institution closest to the people, most characteristic of the people, and fullest of hope for the people.

To-day America's fifth century begins. The world's twentieth century will soon be here. To the 13,000,000 now in the American schools the command of the coming years belongs. We, the youth of America, who, to-day unite to march as one army under the sacred flag, understand our duty. We pledge ourselves that the flag shall not be stained; and that America shall mean equal opportunity and justice for every citizen, and brotherhood for the world.

7. THE ODE. "*Columbia's Banner.*"

(Written for the occasion and contributed by The Youth's Companion.)

"God helping me," cried Columbus, "though fair or foul the breeze,
I will sail and sail till I find the land beyond the western seas!"—
So an eagle might leave its eyrie, bent, though the blue should bar,
To fold its wings on the loftiest peak of an undiscovered star!
And into the vast and void abyss he followed the setting sun;
Nor gulfs nor gales could fright his sails till the wondrous quest was done.
But oh the weary vigils, the murmuring, torturing days,
Till the Pinta's gun, and the shout of "Land!" set the black night ablaze!
Till the shore lay fair as Paradise in morning's balm and gold,
And a world was won from the conquered deep, and the tale of the ages told.
Uplift the starry Banner! The best age begun!
We are the heirs of the mariners whose voyaging that morn was done.
Measureless lands Columbus gave and ri through zones that roll,
But his rarest, noblest bounty was a World for the Soul!

For he sailed from the Past, with its stifling
walls, to the future's open sky,
And the ghosts of gloom and fear were laid as
the breath of heaven went by;
And the pedant's pride and the lordling's
scorn were lost in that vital air,
As fogs are lost when sun and wind sweep
ocean blue and bare;
And Freedom and larger Knowledge dawned
clear, the sky to span,
The birthright not of priest or king, but of
every child of man!

Uplift the New World's Banner to greet the
exultant sun!
Let its rosy gleams still follow his beams as
swift to the west they run,
Till the wide air rings with shout and hymn to
welcome it shining high,
And our eagle from lone Katahdin to Shasta's
snow can fly
In the light of its stars, as fold on fold is flung
to the autumn sky!
Uplift it, youths and maidens, with songs and
loving cheers;
Through triumphs, raptures, it has waved,
through agonies and tears.
Columbia looks from sea to sea and thrills
with joy to know
Her myriad sons, as one, would leap to shield
it from a foe!
And you who soon will be the State, and shape
each great decree,
Oh, vow to live and die for it, if glorious death
must be!
The brave of all the centuries gone, this starry
flag have wrought;
In dungeons dim, on gory fields, its light and
peace were bought;
And you who frown the future—whose days our
dreams fulfill—
On Liberty's immortal height, oh, plant it
firmer still—
For it floats for broadest learning; for the soul's
supreme release;
For law disdaining license; for righteousness
and peace;
For valor born of justice; and its amplest
scope and plan
Makes a queen of every woman, and a king of
every man!
While forever, like Columbus, o'er Truth's
unfathomed main
It pilots to the hidden isles, a grander realm
to gain.

Ah! what a mighty trust is ours, the noblest
ever sung,
To keep this banner spotless its kindred stars
among!
Our fleet may through the oceans—our forts the
headlands crown—
Our mines their treasures lavish for mint and
mart and town—
Rich fields and flocks and busy looms bring
plenty, far and wide—
And statelier temples deck the land than
Rome's or Athens' pride—
And Science dare the mysteries of earth and

wave and sky—
Till none with us in splendor and strength and
skill can vie;
Yet, should we reckon Liberty and Manhood
less than these,
And slight the right of the humblest between
our circling seas,—
Should we be false to our sacred past, our
father's God forgetting,
This Banner would lose its luster, our sun be
nigh his setting!
But the dawn will sooner forget the east, the
tides their ebb and flow,
Than you forget our radiant flag, and its match-
less gifts forego!
Nay! you will keep it high advanced with ever-
brightening sway—
The Banner whose light betokens the Lord's
diviner day—
Leading the nations gloriously in Freedom's
holy way!
No cloud on the field of azure—no stain on the
rosy bars—
God bless you, youth and maidens, as you
guard the Stripes and Stars!

—Edna Dean Proctor.

[NOTE.—Here should follow whatever additional ex-
ercises, patriotic recitations, historic representations or
chorals may be desired.]

8. ADDRESSES BY CITIZENS, and National Songs.

Executive Committee.

FRANCIS BELLAMY, chairman, representing
The Youth's Companion, Boston, Mass.

JOHN W. DICKINSON, Secretary of the
Massachusetts Board of Education.

THOMAS B. STOCKWELL, Commander of
Rhode Island Public Schools.

W. R. GARRETT, Superintendent of Public
Instruction of Tennessee.

W. C. HEWITT, Superintendent of Michigan
Educational Exhibit at World's Fair.

He who does not advance is going
backward.—*Prov.*

Liquor downs more men than the
ocean.—*Old Axiom.*

Sin is a state of mind, not an outward
act.—*Sewell.*

The wickedness of the few is the ca-
lamity of all.—*Syrus.*

He that hath an ill name is half-
hanged already.—*Proverb.*

All things come to him who wisely
works and waits.—*Axiom.*

KINDERGARTEN AND PRIMARY DEPARTMENT.

Devoted to the Psychology of Childhood, Scientific Study of Children, and Kindergarten System and Its Application to the Public Schools.

Edited by MR. C. H. MCGREW, Secretary of California School of Methods, and Principal Professional Training School for Kindergartners and Primary Teachers.

All communications for this department should be addressed to MR. C. H. MCGREW, Box 408, San Jose, Cal.

POST GRADUATE COURSE FOR KINDERGARTNERS AND PRIMARY TEACHERS.

This is a new and very important movement in the professional training of kindergartners in California. It is significant in its strength, enthusiasm and harmony. In these respects, the kindergartners who have volunteered in this movement for advanced training have shown themselves to be clearly in the lead of kindergarten forces in the East. With an eye upon the work in all sections of the United States, the writer has failed to note any such movement elsewhere. It came about here in California first because the kindergartners themselves desired such advanced training, and secondly, because they saw an opportunity to get it and put forth the effort at once.

The idea has been a growth. The movement and plan did not spring into existence all at once. The enthusiasm that led in that direction had its origin in the Second Summer Session of the California School of Methods. Two San Francisco kindergartners, Misses Charlotte F. Williams and Hattie B. Griswold attended this session, and became deeply interested in the development of the child mind and the educational side of kindergarten work. They returned home and began to plan to carry on this study. It was not long before the writer

was asked if he would not direct the studies of a circle of kindergartners. He consented to do so and in September of last year met sixteen of the most enthusiastic kindergartners in the city and organized a Child Study Circle. This circle continued its work throughout the year, and at the close unanimously requested the writer to give them a full post graduate course during the coming year. This request was repeated many times in letters and personally by some thirty kindergartners during the last session of the Summer School. Accordingly on the third of September a large post graduate class was organized permanently and began work at the Golden Gate Kindergarten Training School. Twenty-five trained kindergartners were enrolled, and applications for admission are still coming in. The class meets about twice each month, on Saturdays, and receives lessons and lectures in three different lines, and follows up this work with printed outline in study, reading, writing, and original work.

The course includes instruction and training in Psychology of Childhood, History of Education, Application of the Kindergarten System to Public Schools. It is the intention to grant all those who complete the course satisfactorily the Professional Diploma for kindergartners and primary teachers of the California

l of Methods. The class is strong, and enthusiastic, and it is a pleasure to instruct them. It has never been to work with, instruct and train of teachers more worthy and aptive.

The post graduate course settles an question of interest to kindergart-

Since the Golden Gate Kindergarten Association and the California Association of Methods began granting Provisional Diplomas to kindergartners and force and value has been recognized,

been the desire of many kindergartners to have one of these diplomas. Following to the relations the Golden Gate Association has sustained to the kindergartners in the city some kindergartners they should be granted the Golden Gate Diploma. In this Mrs. Cooper has led them to the post graduate course the way to the diploma. She was at the organization of the class, endorsed movement in the strongest terms and most desirous to have all her teachers receive the advanced training. The kindergartners all see the wisdom and advantage of such an arrangement. It is worthy notice that in this advanced work all the kindergarten associations in the city, the public schools, and many independent private kindergartens are represented. So the kindergarten work in the future line will be broadened, uplifted and influenced on the educational side as advanced study and training.

STRENGTH AND OUR WEAKNESS, DEVELOPING THE EDUCATIONAL SIDE OF THE KINDERGARTEN.

Whenever I hear a person praising something and flattering every body I am to suspicion that that person has some boom property to sell or wants to get some office. Our best friends are those who think enough of us to tell us

the truth and tell us kindly and sympathetically. I am going to tell our kindergarten workers where our California kindergartens are strong and where they are weak, and what is our greatest need.

The kindergarten work in California is exceptionally strong in some respects. It has been developed here almost wholly as a charity or philanthropy, and this has developed it into a missionary, child-saving work that appeals to the noblest elements in the hearts of both men and women. In point of organization and extent of this work, San Francisco surpasses every other city in the world. Nor is this all. The work in California is characterized by its spirit of harmony among all the unselfish and devoted workers. There is to be seen in the work here as a philanthropy a strength of devotion and heart power I have never observed elsewhere. It amounts to a religious devotion and self consecration in the kindergartners that is both touching and inspiring. The child is sought out of the streets and wretched abodes for his own sake, and not to swell the enrollment so as to increase the teachers salaries. Another strong point of the work is that it has taken a hold of both rich and poor, and all classes are deeply interested in the kindergarten as a philanthropy. The people of California believe in it, and they believe in it with all their minds. And when the educational side of the kindergarten is developed as it soon will be, our people will see its whole value, and demand this education for every child in the public schools.

This brings me to note the weakest place in the kindergarten work on this coast. It is in neglecting the educational value and side of the kindergarten system. Until recently little attention has been paid to this side of the work in California. Even in the kindergarten

training classes so little attention has been given to it, that some people have come to think the kindergarten has only a negative, a preventive value in education. Persons have been trained after the fashion, and sent out to kindergartners who had no knowledge of the educational value of the materials, much less their use in the primary, no knowledge of the powers of the child that were to be developed by the work. The result is, we find all kinds of anti-kindergarten and unscientific things done. Many practices have been lumbered into the work that are wholly foreign to the system and pernicious in their effects upon child life. I will reserve for a future article some of these anti-kindergarten practices. But wish to say here that the whole force of Fröbel's life was spent in trying to teach the educational value of his system. And the most eminent advocates and expounders of the system the world over, have put their emphasis upon the great educational value of the system and its wonderfully developing power in child life.

Our greatest need then is to develop the educational value of the kindergarten system, and show its remarkable adaptability to the unfolding child at different ages. The value of every gift and occupation should be studied and taught, and its use and bearings in all after education clearly recognized. More, we should note the debt of the school to the kindergarten, and show how all the work of the school may be brought under the spirit and principles of the system. In order to do this the training courses for kindergartners must be given on educational and scientific principles, and the educational value of the system first taught there. Once train the kindergartners in the educational value of system, and it will not take the work

long to go into the kindergartens. The introduction of the kindergartens into the public schools demands the educational value of the work be made prominent. And as this is going on rapidly in California, it will not be long before the work on this coast will challenge the admiration of all sections for its excellence.

SCHOLARSHIP IN THE KINDERGARTEN.

Beyond all question the greatest need of the kindergarten work on this coast and elsewhere is to have more scholarly men and women engaged in it. In this work we have the extremes—the most scholarly and the most ignorant. The most scholarly understand it philosophically and are enlisted in it because of the superior value as a scientific system of education; the most ignorant are in it because they can do nothing else and standards are not yet set up to shut them out.

The old notion that any one can teach a little child is the platform upon which this class stand and operate for revenue only. The public, yea even the teaching profession need a vast deal of education on this subject. For many of them who style themselves teachers are shamefully ignorant of the History, Science and Art of their profession, of which the Kindergarten system forms the most scientific and important part.

Perhaps no better illustration of the ignorance of the masses on this subject could be given than to refer to the proportion of accepted and rejected candidates of the Golden Gate Kindergarten Training School and the California School of Methods, the two new schools on this coast that are maintaining a standard of admission for their training classes. In both of these schools the proportion is about five to one, that is

refused where one was accepted. In almost all of these cases they were not admitted because their academic preparation was so deficient it was impossible to make teachers of them. It is amusing and humiliating to have persons come to you. Their first question is "what does it cost and will you do it as cheap as any one else," or dreaming that intellectual and moral qualifications are paramount and should be considered. But "what does it cost?" "how long does it take?" And from young women who are from sixteen to twenty-five years of age, who have lived all their lives in the shadow of High School, Normal School or College. One is forced to exclaim, how have these persons spent their lives, and why do they go to school and learn something? Now here is a field of work that promises the greatest inducements to young women that are graduates of High Schools, Normal Schools and Colleges. It is a field in which of all educational work their talents will shine brightest and one that pays better than any other line of teaching below Normal School and College. I mean it is a bright, liberally educated, well-educated teacher much better than ordinary city or country school work. It is regarded as special school work, like drawing and music, and there is some professional recognition in being an expert kindergarten and primary teacher. For it has been a mystery to me why Normal School and College graduates do not engage more frequently in this line of work instead of wearing themselves out in country schools. This is the class of teachers the kindergarten system is for its development and extension in the public schools. I never knew of these teachers well trained that

could not command a good position and salary at once. And such work is teaching in its highest sense, and develops a fullness of life in all those fitted in scholarship, heart and mind that nothing else does. The true kindergartner is more enthusiastic and more happy in her work than the average teacher because she lives more fully. Let more teachers get this fullness of life, and we will have more enthusiasm and happiness in the school room and less haggard, cross, worn-out looking women.

NATURE STUDY.

MISS ISABEL M'CRACKEN, East Oakland.

Besides being useful, the study of nature is most fascinating to little children, but they must be allowed their own simple way of pursuing it.

A few mornings since, the little folks in a certain school, were greatly exercised about a beautiful pineapple plant, in the growth of which they had been interested. The leaves were sadly limp and drooping, and seemed about to drop off. One small boy having in mind the various phenomena of the evening before, suggested that the lightning had struck it, but several little ones were ready to inform him that water was an immediate necessity.

While Willie filled the saucer with water, John told how his nasturtiums were left without water for several days while the family were away, and found dead on their return. Percy told how he watered his sweet peas every night, and Valentine, that his cactus needed scarcely any water and that the Calla needed a great deal and had all that was necessary, as it grew under the faucet.

Other work was resumed in the school-room. In about an hour, a little hand went up and "See how the pineapple

plant has freshened up," turned every eye in the direction of the window.

Every child wanted to tell that the plant drank up the water. We didn't understand quite how it was done, but knew that the roots and stems were agencies. We thought we could find out more about it, if we had stems to look at.

Every one was commissioned to bring a Calla leaf the next morning, and for fear that some should forget, Valentine promised to bring six leaves.

Tuesday morning we had an abundance of leaves on hand. We left them out of water until noon, and found as we expected, they began to wilt. At twelve o'clock we put them in a basin of water and at half past one they were quite revived. An examination showed that the water found its way into the leaf through tiny holes in the stem. The children reasoned rightly, that as the stem contained these mouths the roots probably did likewise. The leaf blade, which received the water, thus became of interest to us.

Alice pointed out the line running from the stem to the very tip of the leaf. We all traced with our pencils the many fine lines running from the center rib. James observed that the edge of the leaf was straight rather than curved like the leaves on our pineapple plant. Ernest, mathematically inclined, found four sides to the leaf, but only three points. A discussion almost arose as to whether there were really three points or four. Pearly's sharp eyes discovered a place on her leaf, where the skin was slightly torn, and on closer observation found the whole leaf to be covered with a thin transparent skin, easily removed by the use of a pin.

Thus we found simple leaves to be like boys and girls in at least two re-

spects, both need water to drink, and both are covered with a thin outer skin.

We were now sufficiently interested in leaves, to be on the look out for new items of interest. Our Calla leaves were put in water to serve as a basis of comparison in future leaf lessons, and the children had made a beginning in the study of botany.

THE ABUSES OF ART IN THE KINDERGARTEN.

MISS CHARLOTTE F. WILLIAMS

Our greatest fault seems to me, to be that we lose sight of the fact that we are not working for immediate proofs—but for future results stirring to develop the child, and an ideal in him.

"Imagination is the foundation of all art."

We must look beyond and seek the inner truth. "Overflow of soul is the artistic instinct; where it touches, beauty is the result." Much of our work is *infinitesimally* small, tending to cramp imagination, intellect, and hand, just as working on a larger and broader scale gives freedom. We do not remember, that to us, the result is of the greatest importance, while to the child the vital point is the *process* and what it does for his imagination and thought, and *not* what he makes.

We do not always make simple results our aim, as we should, nor do we lead the child to observe the mass rather than the details—to note size and proportions, parallelism of faces, rather than edges and finish.

Froebel firmly believed in simplicity, and chose the simplest forms in nature, knowing the lack of power in children to resist impressions whether good or bad. Should we not be more particular about what the child is led to observe, as

objects he studies form a medium friendly intercourse between him and world. Let us choose those things bring *life* and beauty to him, such leaves, birds and sunsets, thus lead him to commune with nature and become conscious of the Creator through works.

Through these experiences rightly directed he learns of the endless wonders of nature, and the invisible power behind them.

We do not combine science enough in our work, but often use the material simply to kill time, without any relation to its connection with ethics, beauty and fitness. Then too, we are often inactive. Our music, games and stories are not always artistic, in that the music, words and thoughts are neither suitable nor beautiful. We have no right to foster ideas that develop a taste, which, on the contrary, will hinder the study of art—unconsciously we do it many times—often.

Lack of concentration is another serious fault in our art work, for lack of concentration means both inward and outward unrest, which is simply death in any sort of art.

We are inclined to hurry, and in our haste we are superficial. Let us try to fire the children with higher thoughts, better music and good pictures through them, much can be made.

Lift them up—as it were—“a way off the earth so that they may breathe the evanescent fragrance that floats in the atmosphere of life above the heads of the ordinary crowd.”

Not least, but by no means least of the faults of art in the kindergarten, we have too much trash on the walls of our kindergartens. Many of the pictures are poor subjects, badly drawn, and poorly colored, and they have a very bad effect

on the children, although they may be very attractive to them. Someone very truly says—“charms strike the eye, but merit wins the soul.” We all know the effect of a sweet restful lullaby, or the inspiration received from a fine picture, and children are as susceptible to these influences as adults.

Being daily surrounded by inartistic things, must have a certain effect upon the child's idea of art, as he is largely affected by what he sees.

In some of the insane asylums, they have different colored rooms for different stages of insanity—the lightest colors for the lightest stages. Patients suffering from exuberance of spirit are kept in a blue room; those affected with melancholia occupy a red room. If such is the case we must be on our guard against too much glare and lavishness of color.

A very true and deep love for the beauties of science, nature and art can be cultivated in the kindergarten, and the child carrying this with him through life will gain many hours of pure delight and be led to seek for higher things. Let us strive for the best and most beautiful in all things and remember with Keats, that “a thing of beauty is a joy forever.”

EX-PRESIDENT CLEVELAND, in expressing his views relative to the Public School Celebration, says: “It's a grand idea. It is admirably conceived and very timely. I have always been a friend of the public schools. I believe they are the greatest feature of American life. They cannot be put forward too much. I should say the movement ought to be pushed pretty vigorously among the educators and teachers just now. There is not much time to lose.”

Who asks for information often, errs seldom.—*Prov.*

Normal Index Department

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THE summer vacation has come and gone; school has opened and all are busy again. Many have returned to complete work already begun and not a few are making their first efforts toward preparing themselves to fill a teacher's chair. The total enrollment is five hundred eighty, the largest number the San Jose Normal has ever accommodated at one time. We are better equipped for work than ever before. The commodious new training school is considered by all a valuable acquisition. Its cheery brightness is an incentive to the many workers within its walls; and although it is not entirely completed, work within has begun in earnest. The old building has undergone various changes, the most noticeable and probably the most appreciated one being the enlargement of the library.

THE FACULTY OF THE NORMAL SCHOOL
ing all they can to broaden the cul-
the students under their charge.

Their latest move in this direction has been the formation of an art class, which meets every Saturday. The class is divided into two sections, the one for outdoor sketching meeting in the morning, the indoor class meeting in the afternoon. The work is under the direction of Mr. Peters of this city, whose ability in this line cannot be questioned.

Connected with the classes is a club, before which lectures, or talks are to be given, the aim being to give the students an opportunity to learn more of the theory of art, and to study works of art. The members subscribe for art journals and magazines, and are thus well informed of what the artists of the day are doing.

The meetings are held in Room K which has been transformed into an art room. Here are numbers of models for the use of the classes, and the purchase of others as they are needed is contemplated.

EDUCATIONAL.

THE GRAMMAR OF TO-DAY.

LAUROLA S. WOODHAMS.

"Two principles govern the moral and intellectual world. One is perpetual progress; the other, the necessary limits to progress."
—Gentry.

How manifest is this law of progress to-day! In the schools of America, it is revolutionizing methods of teaching. School work is beginning to be a genuine pleasure to both teacher and pupil. Were a pedagogue of fifty years ago to visit our schools, he would feel that the good old methods and the rules which served him so faithfully were being shamefully set aside. Pupils of to-day have no time to spend in learning anything that is not of some use.

Grammar is a subject that has long been a trial to the teacher, and an unproblem to the pupil. At last the finger of progress has touched it, and change!

"How I hate grammar! I don't get any sense in it." "I can't diagram, there's no use in trying!" Exclamations like these could be heard from almost any child not long ago. As soon as the "New Grammar" has been adopted by all schools, children will no longer "hate" grammar; they will see the sense in it, and diagraming will have been thrown aside as unnecessary, except for illustration.

Grammar, according to old methods, was a trial. I do not mean to ask for its abolition, but what was the use made of it? A few rules were learned and applied, but, in the long run, Grammar means by which we learned to

To-day we try to make grammar a science by which we learn to speak correctly.

We begin the study of Grammar with the parts of Speech. These we teach, as of old, by definition merely, but we show the use of words in sentences. Attention is called to a certain word; all words of the kind are picked out, no matter where found. After the child has become familiar with this class of words, the name is discussed, and when he has both name and word, he formulates his own definition.

At first, we teach what used to be taught first, the sentence and its parts. Before, the idea is developed, then the child forms his own definition. You say, "A queer lot of definitions, you have." Not at all. Each child has been given the same ideas and constantly the definitions are alike in the

A wording is always agreed upon, but if that exact wording is not

given, we do not object. We want the substance.

We next take up the study of Nouns. In this study we teach the classes, the three properties, person number, and gender, and the syntax. "What! do not teach case?" We do not teach case, because we find no use for it; the form of the noun never changes with its office in the sentence, except when it denotes possession. Nouns do show possession. You admit that I am right, yet you seem astonished. Prof. Whitney of Yale has written a book, "Essentials of Grammar," which contains some of the principles taught by the "New Grammar." Let us see what further changes are made.

In teaching the so-called Double Pronouns, we do not divide them, as of old, but dispose of them according to their office in the sentence. In the sentence, 'She bought what she needed,' we make the clause, 'what she needed,' the object complement of the verb 'bought,' and 'what' the object of 'needed'. Who of us did not, until now, dread the teaching of relative pronouns, and what child does not dislike learning about them?

We have three classes of Adjectives; Descriptive, Limiting and Pronominal. We omit Interrogative adjectives because the question is indicated by the form of the sentence, and not alone by the use of the adjective. Descriptive and Limiting adjectives, have each a single modification, Comparison and Number; while Pronominal adjectives take the properties of the noun for which they stand. Rules of syntax are given according to the mistakes made by our pupils. Why should we caution against mistakes that are not made?

Our next subject is the Verb. Here we find the most astonishing changes. You teachers accustomed to the old

methods, are amazed when I tell you that we do not discuss Active and Neuter verbs; that we have but three modes, Indicative, Subjunctive, and Imperative; two tenses, Present and Past; and but three verbals. "No active or neuter verbs, but three modes, two tenses, and three verbals! Impossible! How can you omit so much?" Very easily we deal with but one verb. We do not hunt for all the combinations of verbs; if so, we might as well give up simplifying the subject of verbs. These combinations of verbs have nothing to do with technical grammar; they are a matter of composition and we drill thoroughly upon them before leaving the subject of verbs.

The Participle and the Infinitive are alike except in form, and the fact that the latter is the root verb; both partake of the nature of the verb and of either the noun, the adjective, or the adverb, and both are unlimited by the subject as to person and number.

We do not have our pupils learn a long list of Prepositions, nor do we intend that they shall guess at them. In order to avoid this guessing, we make our work in prepositions objective until it is thoroughly understood. "How can you make it objective?" In the following manner: Hold a book over, under, and beside your desk; let one boy walk beside, around, and behind another; then make sentences telling these things and place them upon the board. The children will soon see that the preposition shows position, time, direction, or place. Now erase the prepositions, and show that without them the ideas are not connected, then, by using the idea of relationship among persons; get the children to see that relationship and connection is shown by the preposition.

"You have provided for no parsing in

the whole of your work." That is as strange as it may seem, we teach a little parsing, and that only as a review. In its place, we drill upon the work taught, and make a special point of teaching the correct use of the parts of speech. Comenius has said, "Nothing should be taught that is not of use and utility." Do you not consider the thoughts of this great educator worthy of attention?

In our hands lies the future of education. Let us strive to promote the work begun by Comenius, the father of the New Education. He has said, "If the superstructure is not to totter the foundation must be laid well." Let us then make our primary teaching so good that the foundation will be strong. Let nothing that admits of sensible demonstration be taught by authority; "and let no thought from Comenius, to be applied to all work, especially in Grammar, which so much has been told and taught without rule.

Let us each try to aid progress by increasing our knowledge at every opportunity.

"For I doubt not through the Ages
One increasing purpose runs,
And the thoughts of men are widened
With the process of the Suns."

LITERARY.

REVIEW OF "SYLVAN SECRETS"

MAY WADE.

To the true lover of Nature, there is about her every aspect a halo of beauty and mystery. She surrounds him with an atmosphere of perpetual benediction.

"For his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty, and she glides
Into his darker musings, with a mild and
Ingenious sympathy."

He sees in every wayside brook

a hidden meaning, a message from heart of Nature, whose interpreter is but patient and loving observation of moods.

Such a disciple she has to-day in Alice Thompson. "To me," he says, "nature is romance. How shall I be so when the very stars are eloquent?" Yet by nature, his writings reveal presently the poetry of nature. What can be more rhythmically suggestive of forest, hidden, wildwood things than "Ways and Bird-notes," "Witchery of Chery," or "Songs of Fair Weather?" Under the title of "Sylvan Secrets" he has put into book form a collection of essays, devoted mainly to an analysis of bird nature. In them he gives scientific exactness the results of patient and careful observation of birds, seeking thereby to solve the mysteries of past ages. In "Mind, Memory, Migration of Birds," "Genesis of Song," and "Motif of Bird-song," he tells the story of creation as he hears the songs of birds, tracing their development from a remote ancestry in accordance with the laws of heredity. In the "Motif of Bird-song," after discussing various possible inspirations of this "most charming mystery of nature," he says "I have been forced to conclude from all that I have been able to note in the lives and habits of birds, that a good part of bird song is the result of hereditary memory;" and in "Style Alcyon," a bright, breezy sketch of the king fisher in his native haunts, emotion tinges everything.

Throughout all these bird-studies as in "Beside the Gulf with Ruskin," and "Swamp Sketches" there runs an undercurrent of poetry, a subtle harmony of land and sky, and wind and flower, that is seldom found in other writings of this kind. In Burroughs' nature studies one

meets with the same accuracy of description, perhaps with an added minuteness, but there is a directness and practicality about them totally different from the wealth of imagination and poetic fancy which characterizes Thompson's writing. There is about his style a certain warmth and joyousness, a reflection, perhaps, of his southern life, that one misses in such writers as Thoreau, who, poet though he be, is ever cool and dispassionate and seriously philosophical.

Perhaps from "Sylvan Secrets," better than any other one of Thompson's books, can be obtained an idea of the wide range of his literary capability. In it he has combined philosophy and poetry, literary criticism and landscape sketches, science and song. Aided by a command of language which betrays a fine scholarship and exquisite sense of the appropriateness of words, he handles his every theme with a touch firm and vivid, yet "tender as the very heart of Nature." To realize to the full this fine effect of language, one should read "Swamp Sketches" and feel the "infinite, solemn, silence," the "horror of great darkness" creeping over him.

Among books of this class, there are none which portray nature more vividly or more sympathetically than "Sylvan Secrets." It is written spontaneously, as if for the mere pleasure of writing; and yet as Thompson says himself, he must have had some other purpose.

Perhaps he best explains his motive when he says, "As for me, when I turn these leaves I hear the rustle of wild foliage and wilder wings, the songs of many birds, the babbling of innumerable brooks, the wash of the surf and the tumbling of white caps. Can the reader hear these by these same means? If so, my writing has not been in vain."

And thus is this little volume of essays

by Maurice Thompson a noble fulfillment of a noble purpose. High priest of Nature's mysteries, he reveals them so faithfully and lovingly that one can but realize something at least of the wonderful beauty with which he is surrounded—too often lavished on unseeing eyes.

SCIENTIFIC.

MORAINES.

The masses of debris, rocks, earth, etc., that accumulate on the sides and at the terminus of a glacier, are called moraines. Those at the sides of the glacier are termed lateral moraines, those at the end terminal moraines. When the glaciers unite to form one, a central moraine also is formed.

The study of moraines is exceedingly important, for they reveal much of the geological history of a country. Moraines form the principal proof that a large portion of the earth's surface was at one time covered by huge rivers or fields of ice. If the glacier is constantly moving, much of the debris that it carries will not be deposited in the form of a moraine, but will be regularly spread out over the ground. A large terminal moraine will be found only when the end of the glacier has remained at a fixed place for a length of time.

Some people think that the large boulders, moraines, and drift, that are so frequently found far from their native places have been transported through the agency of water. But on account of the regular distribution of this glacial material, we know this theory cannot be true. The banks of Geneva Lake, which are composed of old moraines, show the manner of distribution very nicely. The east bank of the lake is composed

of rocks from the northern side of the valley of the Rhone; while the southern bank contains only rocks brought from the southern part of the valley.

One of the chief differences between the debris accumulated by the action of water, and that left by a glacier, is that, in the latter, there are no signs of stratification, while in the former, stratification is a very essential feature. Rivers tend to tear down moraines, rather than to build them up. Very often a river is found which has cut a passage for itself through some old moraine. Many little towns built on moraines are divided by rivers running through their centers. Viesch is an illustration of such a place. Large and beautiful cities, as Berne and Zurich, are sometimes built on moraines.

One of the reasons why moraines are so important is that they frequently make the existence of a lake possible, where without the moraine, it would be impossible. The banks of nearly all the lakes of Switzerland and Italy are simple moraines. The beautiful lake of Geneva, previously mentioned, is in the bed of a glacier.

The lateral moraines left upon the sides of mountains form terraces by which geologists are enabled to judge the height of the glaciers that have deposited them there. By examining the rocks in the moraine they can tell also the place where the glacier started and the country that it passed over. The scratches on the mountain side tell a very interesting story of their run.

At Glen Roy, in Scotland, marking the levels of old glacial lakes, there are terraces of debris. They have been given the name of the "parallel roads" of Glen Roy.

The glacier has been aptly called "God's great plough" since it has a tendency to level and fertilize the surface of

country over which it passes, by dropping in its course much of its lighter material matter. A great deal of the soil of the W. S. would not be as fertile now is, were it not for the action of glaciers.

One way to tell the age of a moraine is the vegetation growing upon it, the older vegetation indicating an older moraine, and the smaller, one that is younger. Another way is by its position in regard to the other moraines near by. Those of more recent formation are higher up toward the end of the glacier. To a person who is not familiar with geology, a moraine usually does not appear any different from the surrounding country. Although composed of a heterogeneous mass of pebbles, sand, stones, and boulders, its surface presents the appearance of a rounded knoll covered with grass, trees and other kind of vegetation. Of course, the amount and kind of vegetation depend upon the age of the moraine.

The number of interesting and instructive facts about moraines is far too great to be enumerated in a short paper. The most profitable way of learning about moraines is by studying the real moraine. Never an opportunity is afforded.

M. H.

OUR MAGAZINE TABLE.

LITERARY.

Those who are interested in the literary productions of to-day will find an excellent article, begun in the August number of *Harper's*, entitled "Literary Paris." The author, Theodore Childs, gives a good account, or literary history might say, of the prominent writers of French literature. This article is exceedingly interesting and any one that reads it will consider his time well spent.

The *Century* of September presents its usual number of well written articles. As we glance at the names of contributors, the first to hold the attention is that of Edmund Clarence Stedman whose essays on Nature and Elements of Poetry have been running through several numbers. Stedman is one of the finest critics of poetry, and these articles while interesting to the ordinary reader, are especially helpful to the student of literature. George W. Edwards' "Thumb Nail Sketches" are unique and humorous. "Christopher Columbus," "The Chosen Valley," a serial by Mary Halleck Foote, and the poems, "Out of Pompeii" and "Columbia's Emblem" deserve mention.

The *Atlantic Monthly* contains the last poem of Whittier—written to Holmes on the latter's eighty-third birthday. The "Comments on New Books" is especially adapted to the busy person, who not having time to read generally, can here select the best.

SCIENTIFIC.

Those interested in geology will find a very interesting article in the August and September numbers of the *Popular Science Monthly*, on "The Evolution of the Continents," written by Charles B. Warring, Ph. D.

Prof. Robert H. Thurston's article in the September *Forum*, on "The Next Greatest Problems of Science" is profitable reading for a student of chemistry or physics.

ALUMNI NOTES.

Carrie Hain has been teaching at Willow Creek, San Benito Co.

On account of ill health, Floribel C. Brown has not taught for four years.

Bertha Wiltz has taught five months in Oso Flaco District, San Luis Obispo Co.

Thos. Roesman has been appointed Principal of Summit School, Tehachapi, Kern Co.

Lucy E. Purinton, June '92, is teaching the school at her home in Sutter County.

Mamie Gafney, June '89 has charge of the school in Pleasant Grove, Sutter County.

Since graduation, Anna E. Kline, Jan. '90, has taught eight months.

On the 20th of May, Harriet Smith, June '90, was married to Will A. Latta.

Alice S. Kingdon, Class of June '90, has a pleasant school of sixteen pupils in Sierra Co.

Elizabeth Smead has accepted a position in the Hester District, San Jose, Santa Clara Co.

Jennie Gibbons, a member of the June class of '92, began teaching in Placer Co. Sept. 5, '92.

Edith Woods has taken charge of the Primary Department in Woodside School, San Mateo Co.

Mrs. Fred W. Wilson, *nee* Margaret Morrison, of Winters, Yolo Co., is no longer engaged in teaching.

Since Jan. 1892, A. C. Abshire, Dec. '88, has been principal of the Sonoma Grammar School.

On the 24th of April, F. M. Rutherford, June '90, closed another very successful term at Palermo.

Since graduation, Merritt Eley, June '90, has been teaching in the Dennis district, Fresno Co.

Honorine F. Monaghan, Jan. '91, teaches San Antonio District School, Santa Clara Co., and enjoys it very much.

Rachel S. Gilmour, Class of May, '86, has been teaching for the past six years in the schools of Humboldt Co.

For three years, Mabel Patterson, June '89, has had charge of the primary department in the San Jacinto school.

Catherine Beaulieu, a member of the June class of '91, has been teaching in San Luis Obispo Co. since Feb. 29, 1892.

The Primary Department of the Centerville school has been taught for the past ten months by A. Maud Robertson, Class of June, '91.

J. B. Sanford is Principal of Willits School, and a member of the Board of Education in Ukiah.

Lou Nussburger, who was graduated June '91, is attending to school duties in Salvador District, Napa Co.

E. L. Cave is still holding his position as Principal of a public school in San Ramon, Contra Costa Co.

Mrs. Margaret Graham Hood, a member of the Xmas Class of '85, is teaching in Pacific Grove, Monterey Co.

Janet Ingraham of the class of '91, is teaching in the Primary Department of the Waitsburg Public School, Washington.

Miss Julia Colby, a member of the the Xmas Class of '88 was married to Otto W. Mellin, Sept. 9, '92, at Pagoda Hill, North Temescal, Calif.

Kate R. Smith of Evergreen, Santa Clara Co., expects to teach eight months in the Primary Department of the Dinuba School, Tulare Co.

Fred. L. Arbogast has been reappointed Principal of the North Bloomfield School, Nevada Co., he is also a member of the Board of Education.

Amelia McKay, Class of May, '87, resigned her position in the San Diego city schools March 4th, and was married to Mr. Moorhead shortly after.

In May, Jennie Madden, Jan. '90, closed her second year of teaching and her first year as teacher of the Fifth grade of the Tulare City Public School.

Emma Danielwietz, May '88, is teaching the Second Intermediate Department in the Amador City School. There are four departments and she has charge of the Third, Fourth and Fifth grades.

ALL SORTS.

Query—How often are the teachers required to pass in reports?

Query—How do the faculty like their new Rules and Regulations?

Query—Why do the teachers remain in the building so late in the evening?

New Junior—What are Middlers anyway?

Senior—O, they are just a step to something higher.

Miss W.—Writing on the board "Sullivan beat Corbett." What about this sentence?

Posted Senior.—It isn't true.

Frankie Kleeberger ought to be a very piteous little boy, for much of his arithmetic is taught by object lessons on a pie.

One of most dignified Senior B girls has a movable pocket, it seems; it lost itself the other day but was picked up by a Senior A boy.

Student, standing in the entrance to the Training School Building.—"What is this?"
Second Student.—This is the "Bridge of Sighs."

"What kind of reasoning is that?" asked one Senior B of another. "Inductive reasoning of course," was the reply. "It was induced by your remark."

General History Teacher.—"Why were they trying to build the Tower of Babel to Heaven?"

Bright Student.—"So they could go up and down when they wanted to, I guess."

"What are you going to do with those yellow bows?"

"They are for the new Juniors."

Brilliant Senior—"Why didn't you have green?"

Wanted.—Several students to canvass for the *National Library Association*. Good wages, permanent employment, and easy work guaranteed. For further particulars apply to James Carson, P. Macbeth or Mr. Edgar.

It is said that the Middle B class has a member who is always (W)right. Just visit the Y. M. N. D. Society some Friday evening, and hear some of his continued stories; then judge of the truth of the statement.

Several of the boys of the June '92 Class and some of the under-graduates started out last summer to make their fortunes by traveling as book-agents. It is supposed that they were successful for two of them spent a part of the vacation enjoying the balmy breezes of Pacific Grove, one took an extensive trip to Yosemite, a fourth invested (this time) in the mines of Almaden, and another, so far as can be earned, is on a tour around the world.

MEMORY GEMS.

The face is the index of the mind.—*Proverb.*

No man ever became a villian at once.—*Juvenal.*

To be great you must climb, not crawl.—*Uncle Ben.*

A blow from a parent leaves a scar on the soul.—*Ingersoll.*

A wise man changes his mind—a fool never does.—*Proverb.*

Poverty and shame shall be to him that refuseth instruction.—*Solomon.*

Abstaining, so as really to enjoy, is the very perfection of reason.—*Epicurus.*

How much pains have cost us the evils that have never happened?—*Thomas Jefferson.*

"One learns more metaphysics from a single temptation than from all the philosophers."

The way to gain a good reputation is to endeavor to be what you desire to appear.—*Socrates.*

He who does evil that good may come, pays a toll to the devil to let him into heaven.—*Hare.*

Make a bargain at once. Be an off-hand man. Be cautious and bold.—*Rothschild's Business Rule.*

Is not perseverance, through a series of defeats, the natural history of success?—*Herbert Spencer.*

The way of the superior man is like the Archer, who, when he fails to hit the centre of the target, turns around and looks for the cause of failure in himself.—*Confucius.*

The profit of the book is according to the sensibility of the reader. The profoundest thought or passion sleeps as in a mine until an equal mind and heart finds and publishes it.—*Emerson.*

The Pacific Coast Teacher

A Magazine devoted to the Educational Interests
of the Pacific Coast.

OFFICIAL ORGAN of the ALUMNI ASSOCIATION of the
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THIS BEING THE QUAD-
ri-centennial Columbian
year of America and the
campaign year of our
nation, exceptionally
good opportunities are
offered for giving our
pupils a knowledge of
our political system. Boys
and girls should realize
early that they are the future guardians
of American liberty, and that the trust
reposed in them is a sacred one. Hoist-
ing the stars and stripes will do much to
inculcate a love for our country and for
her institutions, but our duty does not
end here. Our people should be taught
that the ballot—the grandest prerogative
of a free people—is the sole means by
which this country and her institutions
can be maintained.

We should teach the sanctity of the bal-
lot-box and its inestimable power for
good or for evil.

If every citizen were so educated there
could be no corruption in politics, which
is simply another name for bad govern-
ment. Improve the occasion.

WE SHOULD LIKE TO KNOW:—

Why the course of study should not be
uniform throughout the state.

Whether a bill will be introduced into
our next legislature making the kinder-
garten a part of the public school system.

What the newspapers would have
done to fill up if there had been no
cholera scare, prize fights or presidential
campaign this year.

What the World's Fair Educational
Committee has done to have our state
properly represented at Chicago besides
electing a secretary at a good salary.

What teacher can not afford \$1.25 for
two magazines. *THE PACIFIC COAST*
TEACHER and *The School Review*, for one
year.

What teachers would like to have the
Cosmopolitan magazine and *THE PACIFIC*
COAST TEACHER one year for the price
of the *Cosmopolitan* alone; that is \$3.

THE CALIFORNIA TEACHERS' ASSO-
ciation convenes in Fresno, Dec. 27th
for a four days session. As Fresno is
centrally located a very large attendance
is expected. The annual dues for mem-
bership of this association are but one
dollar and every teacher in the state
should be a member. Mr. J. P. Greeley,
Santa Ana, is Secretary.

THE RIVERSIDE schools have opened
under most favorable conditions for a
prosperous year's work. Eli F. Brown
succeeds C. H. Keyes as Superintendent;
David A. Givens takes the Principalship
of the High School in place of Miss Ban-
croft; Percy L. Lord follows Arthur G.
VanGorder as Principal of the Four-
teenth Street Grammar School; Miss
Jennie White of Penn., becomes Principal
of the new Thirteenth Street School, and
Miss Helen M. Place of New York takes
charge of instruction in music. Prof.
Keyes, the retiring Superintendent of
these schools has taken the Presidency of
Throop University.

LITERARY NOTES.

the opinions of Supt. John Swett, of San Francisco, are always to be respected. His rating of "Reading," in the "Revised Course of Study," adopted June, 1892, for that city, he confirms what we have previously asserted,—that the publishers who cater to the school public reading-books containing the best thoughts of the best authors are doing good service in the educational work. Mr. Swett says: "The chief emphasis must be laid on the highest object of all reading, viz., acquaintance with the literature for the truth it contains, for the ennobling sentiment it inculcates, and for the high ideals it presents." Fortunately, there are now reading-books containing literature of the highest order, such as the "Revised Literature Series," published by Houghton, Mifflin & Co., Boston, New York, and Chicago, suitable for use in primary, Grammar, and High Schools,

containing 500 of the most interesting and instructive masterpieces of the most famous authors. With introductions, notes, historical sketches, and biographical sketches. Each single number, 15 cents.—*From the "Journal of Education," Boston, Mass.*

KEEP YOUR EYE ON GODEY'S.

There is every indication that *Godey's Magazine* for October, ready September 15th, will mark an era in periodical literature. This will no longer be known as *Godey's Lady's Book*, but, *Godey's, America's First Magazine*, established 1830. In the first place, the magnificent work of art "Godey's Idea of the 'World's Fair,'" which is to be presented to every purchaser of this number, is said to be so beautiful and artistic in design and coloring that every one will want it. It is a faithful reproduction of one of W. Granville Smith's latest and greatest pictures, produced expressly for Godey's. The

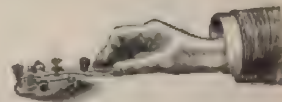
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publishers guarantee that the Magazine itself will be filled with surprises and beauties from cover to cover. First in the contents comes John Habberton's complete novel "Honey and Gall," a companion to "Helen's Babies," fully illustrated by Albert B. Wenzell. This is an idea first conceived by Godey's and now produced with brilliant success. Godey's fashions will be a most conspicuous and beautiful feature of the publication, there being, in addition to carefully edited descriptions and fashion articles, four exquisite plates produced in ten colors, and representing four of the leaders of New York society, attired in the latest Paris costumes. Mrs. Henry Ward Beecher's "Home" department will be read by the women of America with delight, and all the Magazine's old admirers will read with interest Albert A. Hardy's carefully

written article on "Godey's," Past and Present." Among the choice verses is the latest poem written by the late Josephine Pollard. John Habberton reviews all the books, and the whole forms such a rich literary feast that to examine a number of the new Godey's will mean to irresistibly desire it.

D. C. Heath & Co., Boston, will issue early in September Eichendorff's *Aus dem Leben eines Taugenichts*, edited with notes by Professor Carl Osthaus of Indiana University.

This genuine product of the Romantic school adds to the "Modern Language Series," another desirable text for students who have already learned to read easy German.

Nex' thing to knowin' you're well off is *not* to know when y'aint.—*Bigelow Papers.*



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THE COSMOPOLITAN.

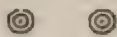
One of the most interesting phases of American life is found in the struggles for social supremacy which are constantly taking place in the ever changing conditions of society in the larger cities. Hjalmar Hjorth Boyesen, who spends his winters on Murray Hill and his summers in one of the most fashionable of the Long Island watering places, has written a story for *The Cosmopolitan* dealing with those phases of American life which is likely to be received with the widest interest. The powerful strokes of the sturdy nouveau riche have nowhere been so truly and so wittily presented as in the case of the Bulkeleys, whose fortunes are begun in the September *Cosmopolitan*. Side by side with the fortunes of those, who have so much money that the most serious concern of life becomes the question of how to spend, is a discussion of the fortunes of those with whom the question is how to provide the necessities of life. This is done by Mr. Walker, editor of *The Cosmopolitan*, who chooses to view the Homestead difficulties as an object lesson in the Evolution

of a Republican form of government. He considers dispassionately all the dangers to the State arising from the extensive colonies of workmen brought together under our present system of concentration and the growing imperfection in our system of distribution, and does not hesitate to say that reform should come from the hands of those who fix the laws regulating distribution. The story of the Chicago Convention bears re-telling by the veteran Murat Halstead. The first of a series of three articles on Education in the South is from the pen of the President of the University of Tennessee. A delightful article on the Island of Jersey and Jersey Cows. An article on the Cotton District of the South and Miss Esther Singleton's chronicle of certain celebrated but uncanny British spectres embrace some of the more entertaining features of the September *Cosmopolitan*. This magazine and the PACIFIC COAST TEACHER one year \$3.00. Price of *Cosmopolitan* alone \$3.00.

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VOL. II.

NOVEMBER, 1892.

No. 3.

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Overland Journey

A TRIP AROUND THE WORLD IS said to be a liberal education. A trip to the Worlds Fair will possess advantages even over a trip around the world.

The question uppermost in the minds of many of California's teachers to-day is, Can I go to Chicago in '93? In order to assist you at arriving at a decision we present a few points and suggestions for your consideration. As many hundreds of teachers from this State will attend the Exposition we can suggest no pleasanter mode of traveling than a "teacher's excursion" and as a matter of economy that it go "tourist." The pullman tourist is a very commodious and convenient car to travel in.

The next matter of importance would be the route to select, The most profit-

able plan would be to go by one route and return by another, thereby gaining as much knowledge of the country as possible.

The most northern is the Canadian Pacific. By this route an ocean trip may be taken from San Francisco to Victoria. The next most northerly route is the Northern Pacific passing across Washington, Idaho and Montana to Fargo in S. D.—the terminus. South of this route is the Union Pacific passing through Oregon, Idaho and Wyoming and terminating at Omaha. Then comes the Central Pacific through Nevada to Ogden where it joins the Union Pacific. South of this is the Atlantic and Pacific—Santa Fe route—passing through Arizona and New Mexico up to Kansas City. The most southerly line is the Southern

Pacific—Sunset route—passing through the southern part of Arizona and New Mexico through Texas and Louisiana to New Orleans. From each of the various termini of the above roads are numerous routes to Chicago. The season of the year should be considered when making a choice. The northern routes are preferable in summer and the southern routes in spring and winter. Returning from Chicago the most popular lines would be the Chicago, Rock Island and St. Paul, the Burlington, the Colorado Midland, the Atchison, Topeka and Santa Fe and the Chicago Northwestern.

The next important part for your consideration would be the question of accommodations while in Chicago. If the prices paid by visitors to Chicago during the recent Democratic Convention are to be taken as a criterion, the cost of living in Chicago during the Exposition will be very great. People have not as yet grasped the magnitude of the affair and they will return from Chicago realizing that a small hotel in Chicago during the exposition is a bonanza—for the proprietor. There is only one way of being at all sure of good room and board at a moderate price—by securing them several months in advance. This can be done and we propose to tell you how.

First, however, in as few words as possible we will outline an ideal trip.

Suppose the excursion leaves during the first week of June over the Santa Fe route. It is a special train of Pullman tourist coaches with dining car attached and running on its own time schedule. Leaving San Francisco we pass through the San Joaquin Valley to Mohave, cross the Colorado River at The Needles; next through Arizona and New Mexico, passing points of great attraction for the scientist and antiquarian. We cross the grandest range of mountains on the co-

linent, pass through Colorado and then over the plains of Kansas to Kansas city. Here we stop a day to view the city, having stopped a day or so for the same purpose in Arizona and New Mexico. We continue our journey to Chicago, passing through the prominent cities of the Mississippi valley. At Chicago we are escorted to a fine hotel, fully equipped with all modern conveniences; rooms in the same having been assigned us before leaving San Francisco. After remaining at the Fair for twenty days the excursion disbands to take advantage of the extreme low fares to visit friends and relatives in other States. In, say ten days, we start for home, taking some interesting line to Denver where we stop a day or so. We continue our journey by the Denver and Rio Grande, the most noted scenic route in the Union. Arriving at Salt Lake we stop a day to visit the great Tabernacle and take a bath in the Great Salt Lake. Leaving Salt Lake City we go on to Ogden, where we take the Central or the Union Pacific home.

We have been gone thirty-four days; eight days actual railroad travel, six days stop over at points of interest, twenty days at the Exposition and ten days visiting friends and relatives. During this time we have stopped at a first-class hotel or when traveling ate in the regular dining car. We have seen the larger part of the United States. We have crossed the longest river—the Mississippi; the grandest river—Colorado; the highest mountain range, the largest State and the widest plain in North America.

Now this is merely suggestive of what can be done and at a moderate cost.

The route and the time spent at various places, etc., may be greatly modified to suit individual convenience.

We are prepared to take such an excursion to Chicago, furnishing transpor-

tation, rooms and board, at a price that will surprise you. We greatly desire all who take any interest in this matter to communicate with us immediately, making suggestions and inquiries.

We believe our excursion will be the most popular one from the Pacific Coast, and those who contemplate visiting the Exposition should put themselves in communication immediately that we may become acquainted with each others plans and desires. We have engaged rooms and board to accommodate our patrons, and first come, first served.

Address Publishers PACIFIC COAST TEACHER, San Jose. Endorse on envelope of communication the word, "Excursion."

AN EXAMPLE OF MODERN SCHOOL ARCHITECTURE.

BY RICHARD H. JURY.

The old idea of a school house was, "anything will do so long as the pupils are enclosed." At least such an idea is suggested when we look about and notice, especially in the thickly settled districts the barn like structures which do duty as school houses.

With the advance of the arts and sciences, school architecture has so considerably improved that now when a new school house is to be built, almost invariably one of the chief requirements is that the new structure must possess no small degree of architectural beauty. So much for the advance of nineteenth century ideas.

The perspective on the following page shows the new San Mateo public school building now in course of erection.

The cut is made from the plans of the building, as drawn by Messrs. Martins and Coffee, San Francisco architects.

The building will contain eight class

rooms, will be two stories in height with a concrete walled and floored basement, nine feet in the clear.

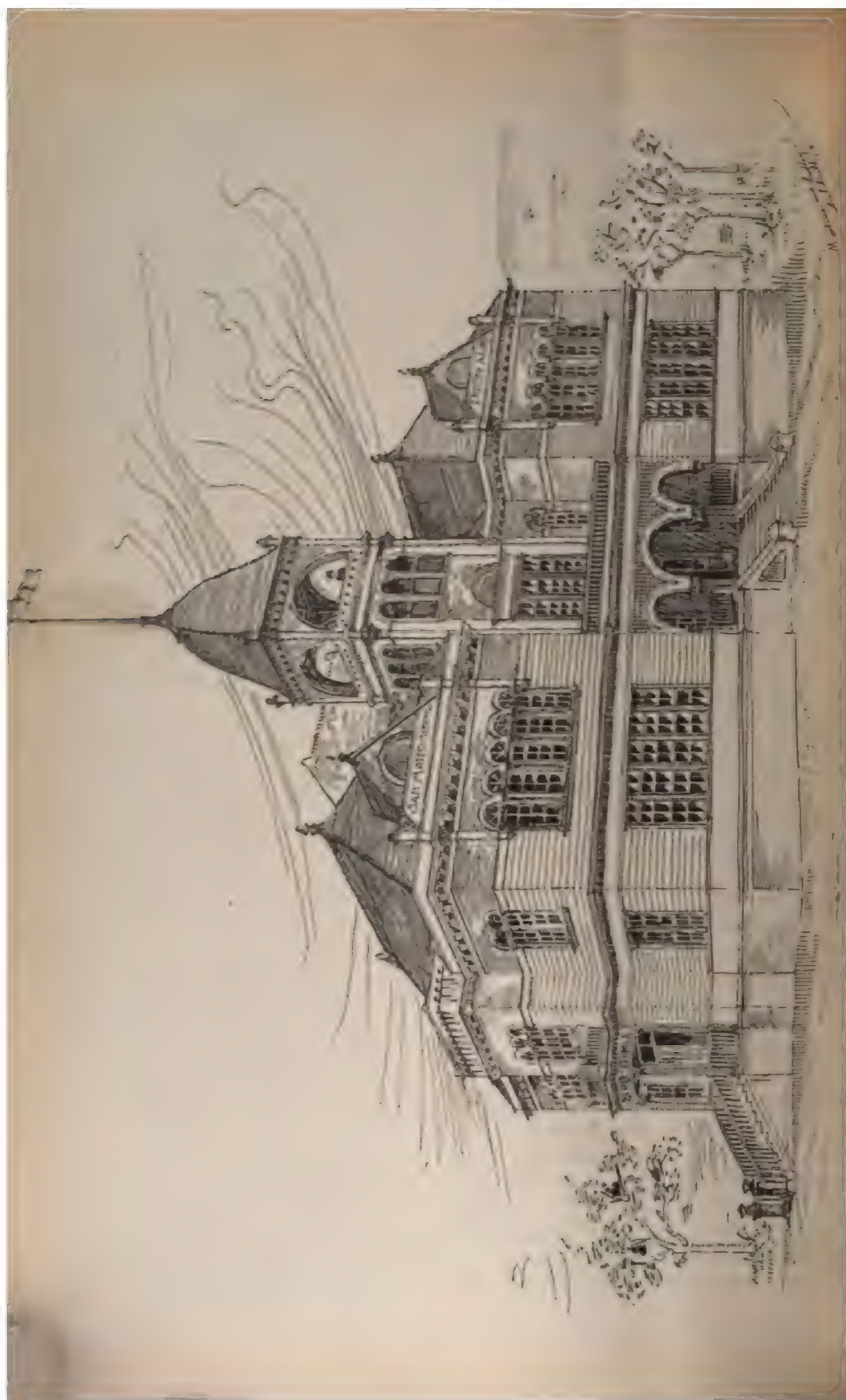
There are three entrances on the first floor, which is eight feet above the ground. The main entrance on the front will be sixteen feet wide and will be used principally for teachers and visitors. On both sides of the swinging doors will be closed glass windows, giving a subdued light to a reception hall 16x20 feet in size. The reception hall connects with a grand corridor twelve feet wide, which runs entirely through the building, crossing in the center of the building a hallway of equal width running through the building from side to side. The ceilings of the hallways and class rooms will be sixteen feet in height.

Hallways or corridors are arranged on the second floor as on the first. Each class room is 28x32 feet in size.

Adjoining each room is a teacher's closet and a hat and cloak room 7x18 feet in size, well lighted and supplied with marble wash stand. From each room three exits lead to the corridors, two directly and one through the hat and cloak room. The arrangement of the building is such that each class room occupies a corner and receives light from two sides, through five windows. The seats will be so arranged that the light falls over either shoulder of the pupil and never directly in his face.

The corridors on each floor are provided with drinking fountains and fire hose reels.

The stairways leading to the second floor are a special feature. Immediately on entering either of the side entrances—one of which is for girls, and the other for boys—are spaces thirteen feet wide opening out from the corridor. A flight



s, six feet wide, with easy rise, one to a landing, 6x13 feet; then bare turn the stairway continues second floor. There is a space or elfve inches wide in the center of irway, from which the teacher, landing at the head can see every he marches upward.

is floor the rooms in the front of ding, as well as those in the rear, rated by folding doors. On pub- sions the two front rooms, or the r rooms may be thrown into one. second story in addition to the ss rooms, closets, etc., contains a and principal's office.

class room will be provided with tric bell and speaking tube con- with an annunciator in the prin- office.

ular attention will be given to tilating and heating. The most d system of ventilation has been , and the entire building will be by means of a furnace located in ment.

outhouses receive the same care- ation in construction and design; regard being given to the prin- sanitation in the construction of vaults, etc.

ether this new building will belete as architectural skill, with ble expense can make it.

contract price of the same is \$18,-

e present time a new school build- similar design and by the same ts, is being constructed at Menlo In a future number of the r I hope to present a cut of that th a description.

nce is the strongest of strong for it kills the giant Despair.— *Jerrold.*

TO EDWARD EMERSON BARNARD.

(DISCOVERER OF THE FIFTH SATELLITE OF JUPITER.)

'Tis deepest night. My glorious noon!
The earth, aweary of the day,
Lies folded on God's breast,
E'en mountain winds have gone to rest;
Yet whispers reach the listening ear
Like whispers from an unknown sphere.

Night's jeweled cloak enwraps the worlds—
Immortal mortals they that rend
These garments of the dark:—
A stranger light! I'll pause and mark
That Jovian ray! I doubt my eyes
To-night! They're traitors to the skies!

Like Colon's soul, doubt-buffeted,
The real now bids me pause. We feel
So frail on paths untrod.
I own a knowledge lone with God
To-night! But, will the day erase
This wanderer from the deep of space?

Thou tiny ball! An angel hand
Unloosing in ethereal paths
The subtle thread of time;
A syllab e in heavenly rhyme;
A diamond found on God's highway;
A taper burning in the day;—

From primal dawn when first thou launched
Thy silent messengers of light
Upon the empyreal sea,
No missile bark from time's wreck free
Till now. Here, lost upon our shore:
I, first to find it at earth's door.

Thus Truth is allied with the years,
And world on world enroll'd, doth mark
Her conquering, tireless way
Through darkness unto perfect day.
Thus, Time's deep valley opens wide
As through it rolls life's rising tide.

J. G. Jury.

Never think that God's delays are
God's denials. Hold on! hold fast! hold
out! Patience is genius—*George L. L.
de Buffon.*

How poor are they that have not
patience! What wound did ever heal
but by degrees?—*Shakespeare.*

Are not our educations commonly like
a pile of books laid over a plant in a pot?
The compressed nature struggles through
at every crevice, but can never get the
cramp and stunt out of it.—*A Mooshead
Journal.*

KINDERGARTEN AND PRIMARY DEPARTMENT.

Devoted to the Psychology of Childhood, Scientific Study of Children, and Kindergarten System and Its Application to the Public Schools.

Edited by MR. C. H. MCGREW, Secretary of California School of Methods, and Principal Professional Training School for Kindergartners and Primary Teachers.

All communications for this department should be addressed to MR. C. H. MCGREW, Box 919, San Jose, Cal.

Every scientific educator recognizes the fact that all development and education must rest upon and proceed according to certain natural laws. Scientists, philosophers, and educational writers also assume the existence of these laws controlling human development and life, and frequently expand to limited extent some particular law as it relates to their line of thought. But no where in scientific, philosophical, and educational literature, have I been able to find even an attempt to make a complete collection and exposition of these laws. They are biological, psychological, and sociological. Being the basis of all physical, mental and spiritual development of man, as well as furnishing the fundamental principles for the sciences of anthropology, psychology and sociology, we would naturally think these laws must be well understood and clearly set forth in treatises on these subjects. But this is not the condition, and often those reported to be the wisest in science and education will look blank and speak ramblingly when asked what are the natural laws that govern human life. In hopes of aiding the kindergarten and teacher who reads these pages to understand some of these laws, I shall expand most of them in a series of short articles in this department. Let me then con-

sider briefly and in a simple way the Laws of Childhood, in hopes it will aid in the study and understanding of children. The first laws of childhood I wish to emphasize are:

BIOLOGICAL LAWS.

1. *The Law of Growth and Development:* This law is so universal in organic life and so varied in its forms and manifestations all other laws of life may be special expressions of it. This is certain, they are all expressions of the life principle or life itself. It is the business of childhood to grow and develop—to increase in size and structure. The forces of growth and development cannot be obstructed without producing abnormal conditions, disease or death. It is of prime importance to the life of the child that he be kept in a growing and developing condition. He is an imperfect and incomplete human being, and must be developed if he is to fulfill his mission in life. Now many practices of the home and school retard growth and normal development in children. It is only by understanding this law of growth and development in children that we may be sure we are doing the right and the wrong. Our only safeguard is to study Nature in children and life and follow her.

The Law of Nutrition. This is perhaps the second law of life that manifests in childhood. It has at least three defined phases—Respiration, Digestion and Sleep. The child must breathe, digest, assimilate and sleep—in a word, be properly nourished, in order to grow and develop. This law is obeyed by all the customs and doings of practical life and almost as universally followed. The child demands a fuller observance of this law than the man. The child must breathe faster, eat, digest and sleep more than the man proportionally in order to grow and develop, and must guard against the wear and loss of energy in great activity. It is very important that the health and development of the child be carefully observed. The laws of hygiene in home and school, mental and mental work and development, and physical training and strength largely upon the observance.

The Law of Individuality. This is to be the next law in the order of manifestation in child life. It is sometimes called the law of variation. At birth the child becomes a separate individual, and though greatly dependent physically and mentally, his individuality in a physical sense is complete. He is unique, and his mission is complete development. He is not wholly like either parent, or any other human being, and resembles both. Mr. Herbert Spencer defines the mysterious workings of this law by the fact of double parentage. If all living beings had each but one parent, there could be no higher forms of life, all living beings would differ little from each other. In man we find the best expression of this law, and it is largely due to this law that man has such individuality over other species. In a word, the law of heredity is opposed to the law of individuality. Heredity re-

produces existing types. Individuality modifies them. The importance of this law cannot be overestimated in education and life. Individuality is the root of all character and human worth. It should be the highest aim of the true teacher to foster individual development in the richest diversity. This done we would have a larger number of natural, simple and rational men and women.

HEALTH OF KINDERGARTNER AND CHILD.

By MISS BERTHA H. BASSE, SAN FRANCISCO.

One of the essential qualifications of a Kindergartner is good health. The majority of young ladies who have chosen the kindergarten as their vocation in life, have been endowed with a good constitution.

But how to retain good health has not been given the attention, by the young and enthusiastic Kindergartner, that it naturally claims. The average young lady, after graduating from a training school is full of enthusiasm, and it is right she should be. However, at the end of a few years she has lost the bloom of youth and her enthusiasm has vanished, and as there is no other avenue open to her, she plods along conscientiously doing her best to the end of time, and in many instances has to give up on account of ill health.

Is the kindergarten or the kindergartner at fault? Possibly both. If the Kindergartens could be closed at twelve o'clock, abolishing the hour from one to two, which is not particularly helpful to children or teachers, and consumes more of the teacher's vital force than the whole morning session, more robust and energetic teachers would be found in the work. If we simply had a morning session few, if any, kindergartners would break down. She could attend to her

work and visit the children's homes part of the afternoon, and devote the remainder of her time to study or recreation, which would tend to broaden her mind and make her a more faithful and accomplished Kindergartner.

The best of kindergarten salaries are not princely, why should a young lady give the best years of her life and have nothing but shattered nerves as a recompense?

If her labors were differently regulated she would improve physically as the years go by instead of deteriorating.

Of course the character of a kindergarten's work, the unusual strains she is subject to, as running up stairs, lifting and carrying children and using her strength injudiciously, or standing when she can do as well sitting, remaining indoors when she could be enjoying the sunshine with the children and talking too much or too loudly, are errors that with a little forethought can be avoided. The Kindergartner should take abundant sleep and relaxation, allow no restrictions from dress, and be systematic and thorough in the use of baths, if taken with daily walks it secures good digestion and maintains a good circulation and proper temperature, which gives vigor to the body. After the arduous labors of the day complete rest should be sought of all cares and duties of the school room, obligations set aside until the morrow. Only by such temperate living can a teacher retain her health and youth. Good ventilation is another important feature. In a poorly ventilated school-room the teacher inhales the poisonous atmosphere which unclean children carry with them, and in a short time a disordered system is produced. The advantages of physical culture can never be over-estimated, every Kindergartner should take a course of physical culture.

If this exercise is regularly taken it proves the greatest strengthener of the human body. If the children receive such exercise daily and under efficient guidance they will develop their muscles, arms, chests and limbs, and in a short time lose the slovenly gait which is so common among the children of the lower classes.

For the children much can be done in preventing disease, if it is not our province to cure. They should have plenty of fresh air and sunshine. Their physical condition should be carefully watched and if a child droops he should be separated from the others at once and the cause investigated. Children never conceal anything, they show what is wrong in their physical condition immediately. The Kindergartner should be familiar with the primary stages of children's diseases and she should isolate the child particularly where bacteria flourishes by the millions and sanitation is defective; little precautions will frequently prevent epidemics. Bone diseases are quite prevalent among children whose nourishment is poor. The first symptoms of this trouble is in the unnatural attitude of the child. Such a child should have the attention of a physician. Also, in the primary stages of hip, spinal and knee trouble. The general posture of spinal disease is stooping forward, and hip disease can be detected in the child's gait. With these earliest and slight symptoms the child should be placed in a physician's care. In skin diseases where there is an abrasion the child should be removed from others and cleanliness exercised.

Excessively nervous children should be removed from well ones, being great imitators they are in danger of St. Vitus dance or similar nervous troubles.

can also encourage cleanliness and to the children of their food, and ate their senses through their . We can have the air they e pure and little by little raise their f life, with the hope that later they ot be content with merely existing, ill have their moral and intellectual e stimulated to doing by the devel- ent of the physical.

KINDERGARTEN NEWS AND NOTES.

Harris, Commissioner of Education of the United States reports that there are at least 500 Public School Kindergartens in the United States with 725 teachers and over 21,000 children.

He also estimates there are over 2500 public kindergartens, and the total number of public and private kindergartens is over 3,000.

Estimating the average attendance of kindergartens to be forty children, the majority of them have more, there must be at least 120,000 children in kindergartens in this country. How large a city of children would make!

The last large cities to adopt the kindergarten as part of the public schools are New York City, Buffalo and St. Paul. At last New York City, the last in America has shaken off her slumber, awakened up, and has joined in the great procession to do her duty to her children.

St. Paul is too wise to delay and try an experiment of the kindergarten over and over again—so often tried in other

cities and always proved to be a success. Her Board of Education has ordered twenty kindergartens to be opened up at once.

In five years from now those teachers in the public schools who do not understand the kindergarten system will be behind the times. It is even so now. Then they will be the fossils of the profession, and good subjects for the shelf.

San Francisco is twenty years behind St. Louis in making the kindergarten part of the public schools. It is at least ten years behind many other cities in the United States. San Francisco needs less boodle and bossism and more brains in her public schools. Come, wake up San Francisco, redeem yourself and do your duty to your children.

Chicago has a Kindergarten College that enrolled over one thousand students, teachers, kindergartners and mothers in its several departments last year. This is a grand step in the right direction. Chicago is a great city in more respects than one.

The greatest educational need of California to-day is a Professional Training College for teachers, kindergartners and mothers. Why can't we have such an institution in this state, and let it be better than any in the United States. California has more millionaires than Illinois. A million dollars would endow and equip such a college handsomely; a half million economically. Who is the man or woman wise, and generous and great enough to endow such a college?

Normal Index Department

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THE OPENING EXERCISES OF THIS month have been unusually interesting, and all agree that the new system is beneficial as well as enjoyable. The loss of two of our countrymen, prominent in political and literary circles gave topics for several mornings. Whittier has long been our friend, and all enjoyed Miss English's sketch of his life and work, which we publish in this issue. Curtis, perhaps was not so well known among us, but a general interest in him must now be felt by all who listened to Miss Washburn's entertaining talk, and the selections that were read from the "Easy Chair."

We have taken several very pleasant trips under the guidance of members of the Faculty. One morning we made a visit to Australia seeing its curiosities through the eyes of an Australian writer. Mt. Whitney we reached after a perilous and "awe inspiring" journey with Mr. Holway and Mr. Addicott; and in company with Mrs. Wilson we made a delightful visit high up in the Sierras,

and there made the acquaintance of the lonely mountain dwellers.

Miss Nora Smith, Principal of the Francisco Kindergarten, read a suggestive paper on "Discipline in the Kindergarten."

THROUGH THE COURTESY OF Professor Holden the Senior A class the evening of Sept. 30th at the Observatory. Professor Barnard explained the workings of the great cope and afterwards showed us Jupiter and the moon through the fifteen telescope. We hoped to see the moons of Jupiter, but learned the fifth one can only be seen through thirty-six inch lens, and by shutting the light of the planet by a piece of smoked mica.

While we waited our turn at the telescope to get a view of Mars, Prof. Campbell gave us an interesting talk on the observations of this "red planet" carried on this year. The instrument used for locating the stars and reckoning their distances were shown us by Mr. Schaerberle, who also explained the method of transmitting observations of time.

EDUCATIONAL.

NICOTINE, ITS HISTORY AND EFFECTS.

William De Witt Hyde, President of Bowdoin College, in an article on "Education of the Will," says, "Not only in every other department of education we are insisting on doing rather than committing to memory, in this department of kindergartens and manual training we are giving too high time for us to give to the teaching of morality the advantage of the real and practical method which A

d for it over two thousand years

Aristotle in his book on ethics, that the study of morality must be clear and concrete; that the early impressions upon a child's mind are the strongest ones; that it is in youth and childhood that good habits should be

1. Utilizing the importance of these, the educators and reformers of to-day are putting forth every effort to advance the study of morality in our public schools. Temperance forms a large part of the work. We read and study temperance books treating in full of the effects of alcohol; there are temperance movements, and temperance societies. Even in their endeavor to reform the leaders of the world, hardly seem to realize that there is among them an evil as terrible as alcohol, that is sap- ing the strength of their manhood, and hindering the physical and mental development of their boys. This evil is the habit of smoking tobacco.

At four hundred years ago, when Columbus landed at Cuba, he found the natives there smoking the leaves of the tobacco, "rolled in cylindrical rolls, and bound with the maize leaf." This was the first that civilization knew of the habit.

Some claim that the Chinese used opium before they did opium, but there is no reliable knowledge on this subject. In one hundred years from this date, tobacco was used extensively in Spain, England and Italy, and its use has steadily increased until now, when the habit is practiced by all nations, savage as well as civilized. One fourth of the population of the world indulge in it. The Turks and Persians are the greatest smokers; they follow the natives of India and China. The Turks have become lazy and insignificant by their indulgence, and, it is claimed, have lost their power as a

nation on this account. To the American Indian the smoking of tobacco has a deep religious significance, the Calumet, or pipe of peace, being indispensable to the ratification of any treaty.

The evils resulting from the habit of smoking were apparent from the first. Popes Urban VIII and Innocent IV, preached against it; the Sultan of Turkey declared tobacco smoking a crime, punishable by the most cruel death; James I of England issued the "Counterblast to Tobacco," in which he described it as, "a custom loathsome to the age, hateful to the nose, harmful to the brain, and dangerous to the lungs." To produce these results there must be some powerful agent.

Nicotine, a colorless, extremely poisonous liquid, with an acrid, burning taste, is the active principle of tobacco. Another important element is nicotianine, an oily substance, also intensely poisonous. The quantity of nicotine varies from two to eight per cent. in different varieties of tobacco, the coarser kinds containing the most.

When tobacco is burned, a new set of substances is formed. In the smoke there is carbon, which settles in the back part of the throat and on the lining of the bronchial tubes, creating a secretion which has to be coughed up; ammonium, which gives the bitter feeling to the tongue, and dryness to the throat, inducing the smoker to drink; carbon dioxide, causing headache, sleepiness, and lassitude; and lastly, nicotine, which causes trembling and paralysis. The smoker breathes this mixture, and the nicotine goes directly from the lungs into the blood, and poisons it. Tobacco is in every fiber of the man who uses it. It is said that if a drop of perspiration fall from a smoker's brow, upon a hot stove, the odor of tobacco is plainly perceptible.

Another way in which the nicotine gets directly into the blood is by the chewing of tobacco. The saliva dissolves the nicotine; some of this is expelled; the rest, poisoned as it is, has to prepare the food for entrance into the stomach.

Dr. Steele, in speaking of the physiological effects of smoking, says: "The poison of tobacco, set free by the process either of chewing or smoking, when for the first time swept through the system by the blood, powerfully affects the body. Nausea is felt, and the stomach seeks to throw off the offending substance. The brain is inflamed, and headache follows; the motor nerves become irritated, giddiness ensues. Thus Nature earnestly protests against the formation of the habit. But after repeated trials, the system apparently adjusts itself to the new conditions." The truth is, that the nerves have become paralyzed by repeated abuse, and the mischief goes on without the user's knowledge. "Such powerful substances cannot be constantly inhaled without producing marked changes. The three great eliminating organs, the lungs, the skin, and the kidneys, throw off a large part of the products, but much remains in the system. When the presence of tobacco is constant, and especially when smoking or chewing is excessive, the temporary disturbance leads to chronic derangement.

From this, the strong and healthy seem to escape entirely, while the weak, and those predisposed to disease, suffer according to the extent of indulgence. Those who lead an active, outdoor life, seldom show signs of nicotine poisoning, but the man of sedentary habits will later be the victim of dyspepsia, nervousness, paralysis, or organic difficulty. Here law of heredity asserts itself,

and though the tobacco user escapes, his offspring only too often inherits an impaired constitution, and is liable to nervous diseases."

Dr. Richardson tells us that "of tobacco the action of the heart enervates, and becomes irregular, muscles of the whole body are flabby from lack of blood. Memories show that out of every hundred users, one has heart trouble, memory is enervated, the will, the moral sensibility weakened, lessor in an Eastern college, of the influence of tobacco on the mind." "The tobacco habit," he said, "deaden the sense of honor as well as of decency, and none are more apt to deception than those who use it."

The Faculty of Dartmouth, recognizing the evils of the habit, refuse to grant a scholarship who smokes. A law made in prohibiting smoking by the clergy of the Methodist Church, has been enforced.

In speaking of the influence of tobacco on youth, Dr. Steele says: "The Nature is that of steady growth, not admit of a daily disturbance; it weakens the digestion, causes to labor excessively, and deranges the nervous system." The German smokers themselves, realize the harm of tobacco upon the young, and under sixteen years of age found in Germany is arrested. In France, smoking is strictly forbidden in French military schools, because they found that those who smoked were feeble in body and duller of intellect than those who did not. At West Annapolis, smoking as well as drinking is prohibited.

The one form of tobacco that does the worst harm to our youth

is made from vile tobacco, opium, and poisonous flavors. One hundred and twenty-five cases of leprosy in San Francisco have been traced by a physician to the smoking of cigarettes made by these lepers. "Few things," says the physician, "are more hurtful to boys, growths, and persons of unformed constitution, than the use of tobacco in any

March 10, 1891, the State Legislature of California passed a law making it a misdemeanor for any person to sell to a person under sixteen years of age tobacco in any form, unless on prescription of a physician, or written consent of the guardians of the buyer. This was a good law, but very few observed it. On March 23, 1892, the San Francisco *Call* began a crusade against the selling of tobacco to minors. A reporter of that paper accompanied by a messenger boy, visited the principal cigar stores down town, in the hope of finding out which dealers observed and which did not observe the law. Of sixty stores visited, at only three was the messenger refused cigarettes. The following morning the paper published a list of the trip, and the names of the three firms who refused to sell the tobacco. The names of those who did observe the law were not published, and they were given a chance to sign an agreement by the principal cigar dealers, promising to obey the law hereafter, and to place in their stores a placard stating that they observed the law. This agreement was to go into effect when fifty of the retail cigar stores in San Francisco had signed it. In a few days almost three hundred had signed it. It is to be hoped that the public will see that there is no further need of this law.

We have been able to tell but a few of the dangers which result from the

habit of using tobacco with its deadly nicotine, "which degenerates man, demoralizes society and lowers nations." But surely here are facts enough to convince us that as teachers it will be our duty to warn the children under our care of the dangers about them; to educate their judgment as to the injurious effect tobacco in any form has upon the growth of the body and the mind; and to instil that love of freedom of the will that will cause it to reject with scorn all such temptations to become slaves to anything so useless and degrading as the use of tobacco.

M. McD.

LITERARY.

JOHN GREENLEAF WHITTIER.

DIED SEPTEMBER 7, 1892.

It is scarcely two weeks since papers and periodicals throughout the land published the obituary notice of our dearly loved poet, John Greenleaf Whittier, although in his eighty-fifth year, and for some time past failing in health the news came as a sudden shock to all his countrymen. Sincere sorrow filled the hearts of many who, while traveling with him over the grounds and through the scenes of their forefathers' lives and experiences, have learned to love him. Perhaps he is survived by a few who commenced life about the same time, and who, wandering side by side with him during our eventful last three-quarters of a century, have been encouraged by his sympathy and inspired by his patriotism.

Why do we love and honor him so sincerely? Some one has said, "Because he was a *true American*." This is saying much when so often the accusation is made that Americans are too apt to sit with folded hands, priding themselves

upon their ancestry, while our country needs the active service in word and deed of all of her true sons to avert impending catastrophes.

Whittier's homely life on the farm following the usual occupation of a farmer's boy,—even shoemaking not being being beneath his notice; the impressions made upon his sympathetic, sensitive mind by the narration at his fireside of early trials and hardships; his persevering efforts to obtain the best education possible to a boy of his means,—all tended toward bringing him into closer relations with the poor and striving of all classes. If we review the history of our country about the time of his birth, in 1807, we are reminded of the condition of the Union at that period;—its troubles with "The old Lady that lived over the sea," who was not yet ready to acknowledge that her wayward and rebellious son had succeeded in establishing a "Sho of his own," and was still vainly hoping for the opportunity to "Give him some broth without any bread," etc. etc.

Happily, there was growing up, about that time, a generation of sturdy, self-reliant grand children, trained to endurance by the rigid climate and the privation of poverty. After facing toil and danger for nearly two hundred years, and moreover after breathing the air of liberty for a quarter of a century and with a glorious prospect of success before them, were they to give up their hard-earned freedom, and submit to be again trampled in the dust? Our later history answers the questions.

Who, of all those patriots were stouter of heart and stronger of principle than the quaker stock from which our poet sprung? His ancestors, originally from the mother-country, were converted to during the persecution of that Bay State; and Whittier's

biographers have truly said that he inherited their stern adherence to principle in the face of great danger and unpopularity. One cannot fail to see this in the attitude he maintained in all causes of right and justice.

His early advantages were few, only steady, unfaltering perseverance assisting him to the little he obtained. As was the custom among hard working New England people, he went to school about three months in the year, when farm-work was not required of him, and finished his education with two terms at the Haverhill Academy.

His taste for writing poetry, he has said, was acquired from reading Burns' works, when about fourteen years of age. Anecdotes are related of his timidity and shyness, and his surprise when he first saw some of his lines in print in the "Free Press" to which paper they had been sent by his sister unknown to him; and of the encouragement given him by the editor, Mr. Lloyd Garrison, by his praise and solicitation for more.

This was the beginning of a great ending. That mental store-house filled to overflowing with the good gathered from all phases of life, has been drawn upon for enlightenment, encouragement, inspiration to right doing, the crying out against tyranny, despotism and injustice of all kinds,—and even for charity for the faults of those great men, who for a time were blinded to the welfare of their fellow-men (See "Ichabod" written on the occasion of Webster's attitude on the slavery question.) And still, like the miracle of old, there was always more remaining.

From the beginning of the slavery question, at the time when it was extremely dangerous to express aloud one's opinion, he advocated unceasingly and clamorously, the abolition of that curse

So loud were his demonstrations that he was mobbed and his office burned. Notwithstanding the gloomy outlook, his clear vision saw the workings of an all-wise Providence, and his predictions of 1862 (see poems of that year) during the darkest hours of our Civil War happily came to pass while he was here to rejoice in the fulfillment.

Never was our patriot's pen idle during the most dangerous epochs of his history's country. His soul-stirring poems, his ready sympathy in a good cause, his encouragement to the laboring community,—all are well-known facts; and yet he is described as shy, sensitive and modest. Hear what he says of himself:—"Perhaps I have written too much; I sometimes think I have, but everybody has been so kind. I shall repay their kindness by not overburdening them further."

Have you read Whittier? Of course you will answer, "Yes!" Read again and read between the lines. Scarcely a phase of domestic, patriotic, legendary or political life has escaped his pen; and the interest of his readers is aroused and sustained by elevated thought and sentiment and his instinctive discovery of good in all nature and humanity.

Are you a student of the early settlement of your country? His Indian life and tradition as pictured in Mary Garvin, Mogg Megone, Song of the Indian Women, and similar poems, and the legendary accounts of his own neighborhood during the terrible period of "Witch-craft," will awaken new interest. He will cause you to live in the times when this free country hung to lamp-posts women who dared grow old, toothless, friendless and homeless, and give vent to their spite upon their younger, more beautiful sisters in "bewitching" them by a pinch or sly look.

Perhaps you are sometimes perplexed by the many annoyances and sufferings to which flesh is heir, and begin to doubt the use of living and distrust the outcome of it all.

No sincerer teacher can you find than his beautiful poems, "My Soul and I," and "My Psalm." Following is an extract from the latter:

"All as God wills, who wisely heeds
To give or to withhold,
And knoweth more of all my needs
Than all my prayers have told!

Enough that blessings underserved
Have marked my erring track;—
That wheresoe'er my feet have swerved,
His chastening turned me back;—

That death seems but a covered way
That opens into light,
Wherein no blinded child can stray
Beyond the Father's sight."

He has entered that covered way. No longer does his heart cry to that beloved sister:

"But still I wait with ear and eye
For something gone which should be nigh,
A loss in all familiar things,
In flower that blooms and bird that sings."

Has he not earned that wish of his yearning heart,

"And when the sunset gates unbar,
Shall I not see thee waiting stand,
And, white against the evening star,
The welcome of that beckoning hand?"

THE EARLIER AND LATER WORKS OF HOLMES.

ROSA S. ISMERT.

When we write about an author's works, the usual way to begin is by giving a brief sketch of his life. I think it is not necessary in this case, as we are all well enough acquainted with the life of Holmes to know that he is one of our ablest writers, and the oldest living, being over eighty-three years of age.

Are you acquainted with any one over eighty years old? If so, can you imagine his writing a book? I am afraid, should

the two whom I know attempt such a thing, we should be obliged to read the same thoughts in every chapter. But it is not so with Holmes, although he wrote "Over the Teacups" when he was eighty-one. One would suppose that a person of his years would show some of the infirmities of age, yet, as far as I can judge, there are none manifested in this charming book. He always has something bright and fresh to tell us.

"Over the Teacups" when compared with "The Autocrat of the Breakfast Table," seems to have the same brightness, clearness of thought, and interest, notwithstanding the fact that the one was written when the author was eighty-one years old, and the other when he was but forty-seven. It is said that in the former "he combined the wisdom of the ancients with the sparkle of youth." When he wrote it he may not have had so much strength and vigor; in fact, we know that he did not, from his own words,—"I enjoy the writing, but perhaps I have not the enthusiasm which I had in writing the Autocrat." If we may judge from the tone of the work, he sent it out with many misgivings, fearing that it would fall below the rank of his previous efforts. He need not have had any doubts as to its success, for it received a hearty welcome from all who had become acquainted with him through his "Breakfast Table Series."

The plans of the two books, "Over the Teacups" and the "Autocrat," are very much the same, one giving the discussions at the morning meal, and the other those held at the tea-table. Throughout both books may be found beautiful thoughts, interspersed with bright and humorous remarks.

ould give a number of quotations had not read either of the books it would be no easy mat-

ter for you to tell which were written in the prime of life, and which in old age.

"If you wish to keep as well as possible, the less you think about your health the better."

"There are some people that never see anything, if it is as plain as a hole in a grindstone, until it is pointed out to them; and some can't see it then, and won't believe there is any hole till they've poked their finger through it."

"What a child is by nature is not determined by himself but by his parent age." These are taken from "Over the Teacups," and show the force of his philosophy, still existing, and as forcibly expressed as when he wrote the following:

"The rapidity with which ideas grow old in our memories is in direct ratio to the squares of their importance."

"Men, like peaches and pears, grow sweet a little while before they begin to decay."

"Sin has many tools, but a lie is the handle which fits them all."

Holmes still retains his love for the purely humorous, many examples of which may be found throughout his later writings.

"Think of an angel with the influenza, and nothing but a cloud for a handkerchief."

"A fellow writes in verse when he has nothing to say, and feels too dull or silly to say it in prose."

"A tree is an underground creature with its tail in the air. There are as many kinds of tree-tails as there are tails of dogs and other quadrupeds."

Let us turn to his poems. They are all simply delightful, abounding in grace and elegance. We are all familiar with the beautiful poem "The Chambered Nautilus," said to be the author's favorite. What could be more inspiring than the last stanza!

d thee more stately mansions, O my
soul,
e swift seasons roll!
ach new temple, nobler than the last,
thee from heaven with a dome more
vast,
hou at length art free,
ing thine out-grown shell by life's unrest-
ing sea."

e almost know the "Old Man
ms" by heart. And who has not
"The Wonderful One-Hoss-Shay,"
"Contentment?" Nothing need be
to call to the mind of the reader the
r beautiful and touching poems
en for the Class of '29, some of
h are classed with his earlier works,
e others with his later ones.

mong the best of the later poems are
ore the Curfew," "After the Cur-
"The Broomstick Train," and "At
Turn of the Road."

d thou the lesson! Life has leaves to
tread
l flowers to cherish; summer round thee
glows;
not till autumn's fading robes are shed,
hile its petals still are burning red
her life's full-blown rose!"

link by link, our friendships part,
loosen, break, and fall,
rowing zone; the loving heart
es changeless through them all."

o writes in verse that should have writ in
prose,
e a traveller walking on his toes;
y the rhymester who in time has found
eels he lifts were made to touch the
ground."

very pulse of Friendship's heart
re breeds unfelt a throb of pain,—
our must rend its links apart,
ugh years on years have forged the
chain."

ny more just as beautiful could be
i, but I think the above are all that
ecessary to make a comparison.

there is a beautiful way of growing
I am sure that Holmes has found it,
ugh he says, "Women find it easier
men to grow old in a becoming
"

y he live many years yet, and con-
to strengthen and uplift us with

his cheery words and untiring faith in
all that is noblest and best in life.

How grand it must be for one to have
reached his eighty-third year, and still
feel that he is of service to the world!
How gratifying to look back over the
long vista of years, reviewing a life well
spent, yet ready to obey cheerfully the
summons which shall take him to his
final home!

THE ARCTIC YEAR-DAY.

Under the north star there lies a bit of
rock or ice around which we make our
daily journey of nearly 20,000 miles.
Surrounding this center of our rotation
is an unexplored region more than four
times as large as California. Barriers of
ice and arctic cold have turned back all
navigators who have tried to sail to the
end of north. Yet the days there are
longer than they are any where else, and
upon no other spot on earth does the sun
shine so many hours in the year.

Without speculating as to whether
land, or ice, or water predominates
there; and resisting the temptation to let
fancy picture the possible loveliness of
the long spring morning and the linger-
ing, autumn sunset, I shall attempt to
give only what must be true about the
day which dawned last January and
whose twilight will linger till the middle
of November—the 1892nd day of the
Christmas era, as we should reckon time
at the north pole.

Considering that polar days begin and
end at midnight, the present day of the
extreme north began, according to the
almanac, early in the morning, Decem-
ber the 22nd, 1891. At that time the
sun's apparent path was, all the way
around, nearly $23\frac{1}{2}$ degrees below the
polar horizon. I know not whether the
aurora borealis illuminated this article

night; but certain it is that brilliant sirins and the gems of Orion together with the moon and all the planets were below the sky-light racing with the sun at their usual snail's pace. The stars of the lower sky moved slowly to the right along their horizontal paths—for stars neither rise nor set in the polar heavens. The north star alone seemed motionless as it sent down from the zenith a brighter light than it gives to us. Slowly the sun and his retinue approached the horizon. Close-pressed by Venus he had made the circuit forty times, and the laggard moon was well along on her 39th round before six degrees of the upward journey had been passed. Then, on one side of the horizon, the faint light of dawn appeared. This was on the last day of January. Round and round, growing brighter and brighter, the auroral light traveled. On the 5th of March it was broad day light and on the 18th the sun's rays reached the pole. In another revolution his disk was clear of the sea-line and day was fairly begun. Slowly rising, the sun, as he circled around, reached his highest point—hardly $23\frac{1}{2}$ degrees above the horizon—on the 20th of June, about an hour before he sank behind our Coast range. It was high noon at the north pole. The descent to evening was as gradual as the ascent from morning. On the 23rd of September having made 186 complete revolutions in the polar sky the sun went down behind the sea. Twilight lasted till the middle of November when the last vestige of the long year-day vanished. In this day there was continuous, direct sunlight for 188 days, or five days more than six months; there was broad daylight for $2\frac{1}{2}$ hours; and from dawn to the sunset, was nearly ten months. Over a week more of sun-

shine than will fall upon the south pole during the year which began there last June. Such is the day that some explorer may spend at the north pole when he has successfully sailed to end of north in the middle of south.

VOLNEY RATTAN.

ALUMNI NOTES.

Inez A. Chase teaches in Plainfield, Volo Co.

W. W. Pettit, Jan. '92, is teaching in Milpitas.

Daisy Fox, June '91, teaches at Boulder Creek.

Josie Rider, Jan. '92, is teaching in La Viva, Fresno Co.

M. Maud Martin, Jan. '90, is teaching in Ventura Co.

Susie Davis, Jan. '90, is teaching in Eureka, Humboldt Co.

Josie Bryan, June '91, is teaching in Miramonte, Kern Co.

May Ware, June '92, is teaching near Lincoln, Placer Co.

Clara Boyer is teaching her second term in the Reedly School.

Leona Bohmen teaches in the Charleston School, Amador Co.

Blanche Phillippi, June '92, is teaching near Antelope, Placer Co.

Mabel Merrill, Jan. '91, is teaching her second term in Tulare Co.

Minnie Sledge is teaching the Receiving Class in a Fresno Public School.

Texie Hawkins has begun her second term's work in the Fresno Public School.

Jean Brownlie has charge of the first year pupils in the Valley Public School.

Kate Bellew, June '89, has charge of the primary department in Milpitas.

Elma Boyce, June '92, is teaching in Haight district, near Grayson, Stanislaus Co.

Rose Marie Clark, Dec. '87, has charge of a school of fifty pupils at Elk Grove.

On account of ill health, Ellen Kelley, Jan. '92, has not taught since graduation.

Mary Borden teaches the second and third grade pupils of the Madera Public School.

George Edgar, June '92, has charge of a school of thirty-eight pupils in Fresno Co.

Estelle Farrington, Jan. '91, is teaching her third term in Rockville district, Solano Co.

Fannie Mansfield, June '91, has begun her second term in Tuttle town district, Tuolumne Co.

The Los Berros District school, of San Luis Obispo Co., is in charge of Mary W. Houlton, Jan. '90.

Anna McLanahan has begun her second term's work in the Mokelumne School, Sacramento Co.

Since July 18th, E. E. Roberts, a member of the Class of June '91, has been teaching in San Benito Co.

Since graduating, Genevra Sisson, Jan. '91, has been teaching in the Montezuma School, Santa Clara Co.

The primary department of the Lincoln school, of Placer Co., is in charge of Susie A. January, June '92.

Lillian Libbey, Jan. '91, is teaching in Redwood Canon, Alameda Co. She has a school of forty pupils.

Mabel N. McKay, Xmas '86, is teaching in the primary department of the Roseville school, Placer Co.

Ruth Fowler, June '91, is teaching her second term in the Keys District School, in San Luis Obispo Co.

Alma I. Worrell, June '91, has a school of sixteen pupils at Pleasant Grove district, near Roseville, Placer Co.

M. E. Brooks, June '92, is teaching a Grammar Grade School of twenty pupils, at Waho-toke district, Fresno Co.

William Langdon, June '92, has charge of the two highest classes in a school of ten teachers in San Leandro.

Lizzie A. West has begun her second year's work in the intermediate Department of the Glendora School, Los Angeles Co.

The Diamond Springs school, in El Dorado Co., is in charge of Eva Schneider, June '92. She has an enrollment of thirty-two pupils.

Victorine Hartley, June '92, is teaching in Railroad district, near Watsonville, Santa Cruz Co. She has a school of forty-four pupils, representing nine grades.

Melvina Hendricks, Jan. '90, who is teaching her sixth term in the primary department of the Kelseyville school, has been appointed a member of the Board of Education of Lake Co.

ALL SORTS.

Who wrote the Epic of Pentaur? Miss T.—Rameses II.

Senior to Botany Pupil.—Haven't you some marsh mallows?

Ask Miss B. of Middle B4 what instruments are necessary to "disect" a line?

Prof. of Chemistry—You have had Physics; what are the sources of heat? Miss W.—The sun, moon and fixed stars.

Pupil in Training Department—Where did Columbus land? In San Jose? Sen. A Pupil-Teacher—No, San Francisco, wasn't it?

Break, break, break.

On thy cold gray stones, O Sea (horn),

And I would that I could *Index*

The echoes from Middle B3 borne.

Stanford Prof.—"And the driver mounted his perch." Student—"Isn't that rather slangy?" Prof. (innocently)—"No, unless he was told to 'come off.'"

Training School Pupil (studying adverbs)—Which is proper, "a house burned up, or "a house burned down?" Wise Pupil Teacher—If the fire catches in the basement the house burns up; but if it catches at the top it burns down.

Psychology Pupil giving an example of Aristotle's inductive reasoning.—

Minor premise—No cat has two tails.

Major premise—A cat has one tail.

Conclusion—A cat has three tails.

Senior B Chemistry Pupil explaining an experiment.—We put a lighted stick into a jar of hydrogen and the stick was extinguished.

Who was it, I wonder, that found such difficulty getting down the ladder at Mount Hamilton? They did not lack an assistant, however.

Miss Bryant is fortunate for a Normalite in always being so near (W)right.

Let (S)tell(e) Hancock about the new post-office delivery.

Grammar Teacher—Why is it wrong to begin a sentence with "well." Senior B.—Well—well, I—well, I think—well, I don't know.

A Training School Pupil's example of reflex action.—If you are at the sea shore bare-footed, and a crab got *ahold* of your toe, a message goes to your brain telling you to take a stick and hit the crab a lick.

Prof. H.—Name five properties of oxygen. Bright Senior B.—Oxygen is colorless, invisible, tasteless, odorless, and *feelless*—that is it can not be felt.

Teacher, after vacation, expatiating on the beauties of Mt. Whitney. Sen. A.—Why I didn't know that you had been East this summer.

In the Greek and Roman History Class—Where have you heard of Darius before? Mr. H. (innocently)—We heard about him and his flying machine in Room C.

A SERIOUS MISTAKE.

Woman can be best explained grammatically. Scientists claim her as a verb. A verb is one of the parts of speech, and a woman is generally the whole speech. As a verb, when singular, she is in the indicative mood and present tense. If married she is in the imperative mood. When in love she is in the subjunctive mood.

As a noun she is generally proper, singular number, (when unmarried) and generally in the objective case, active voice, (with the accent on the voice).

As an adjective, she is in the superlative degree.

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As a preposition she always governs a pronoun of the masculine gender.

As an article she is indefinite and always limits man.

Zuiz—Who likes her best in the indicative mood, passive voice, feminine gender, and possessive case?

THINGS WORTH REMEMBERING.

Remember that one book thoroughly digested is better than twenty quickly hurried through.

If you wish to exert a strong influence over your pupils, let your words be few and well chosen.

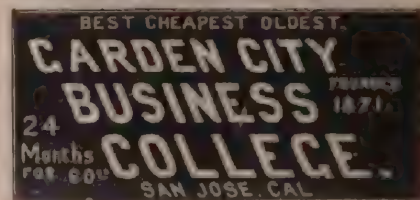
Unless you are willing to do much extra work outside of regular school hours, you can hardly hope to win.

Make your boys feel that their future success in business depends on their doing their work well in the present.

Your chief business is to make pupils think, not to think for them; to make them talk, not to talk for them; to draw out their powers, not to display your own.

"Refresh me with a great thought."
Herder.

"Malice drinketh up the greatest part of its own poison."



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WE HAVE RECEIVED REPORTS OF THE institutes of Santa Cruz, Monterey and Contra Costa Counties, but must defer their publication because of our already crowded columns. We wish to extend our thanks to Mr. A. B. McKean, Miss Grace Anderson, and Miss M. Bertola for reports and valuable papers received.

UNIVERSITY EXTENSION COURSES IN Geology, Literature and Sociology have been established in San Jose for the coming year.

FROM INFORMATION WE GATHER ON the charges preferred against Supt. G. E. Thurmond of Santa Barbara Co., for alleged misfeasance in office, it appears that the complaint is founded chiefly in spite, and that Mr. Thurmond is innocent of any intention to unlawfully alter the public records of his office.

The case involves much contradictory and obscure evidence, yet we believe Supt. Thurmond will satisfactorily prove to all the righteousness of his course in this vexatious matter.

THE PACIFIC COAST TEACHER, WITH the *Cosmopolitan* magazine one year, \$3; with the *School Review*, one year, \$1.25. Price of *Cosmopolitan* alone, \$3 per year.

The TEACHER is a little late this month. Reason,—vast amount of election printing. Result,—The TEACHER carries California; Florida yet to hear from.

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The Pacific Coast Teacher.

II.

DECEMBER, 1892.

No. 4.

PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS.

Necessity and Growth of an Educated Regard for the Development of the Human Body in the School Room.

BY R. ANNA MORRIS, DES MOINES, IOWA.

THE object of an education should be to fit the individual for usefulness to man and obedience to God. This ideal condition is not to be realized at either end of the pendulum that swings between the mental and the material existence; but is found along the line of balance, where a harmonious combination of soul, mind and body support each other with mutual accord.

This trinity of being, embracing as it does the holy office of the soul, the glories of the mind, and their relationship through the physical body, can not be effective in any one of its parts without reacting injuriously upon the others.

In the strife for intellectual excellence and moral purity, we have been breaking this law of harmonious development continually mortifying the flesh with repression and indifference; treating the material factor fit only to bear heavy burdens and carry apparel, and giving no consideration whatever to its wonderful powers of expression, and the influence that its conditions bear upon other elements of our being.

The physical is the seat of passion, the controller of the moods and the ma-

terial basis upon which our being depends. In youth it should be purified by cultivation, strengthened by exercise, and disciplined by habits of bodily care.

If in childhood there could be instilled a greater reverence for the sanctity of the physical existence, then the columns of crimes would grow shorter, for there would be less degradation and destruction of the body.

The physical weakness of the people of the nation is proven by the fact that they are "wearing out" and "breaking down" just at an age when they ought to be in the best possible condition to enjoy middle life. This condition is not an accident, but it is the result of the rush in business life, which crowds ten years' work into one; the strife for intellectual excellence in the schools, which leaves the pupils at the end of their courses well equipped in everything necessary to success but good health; and the lack of attention to proper diet, healthful clothing and correct exercise.

The Greeks, as a natural consequence, owed their magnificent bodies and high ideals of form, which have made their sculptors immortal through the ages, to

the refined, systematic exercise which was a regular and essential part of their education.

Just how the introduction of physical education in America began, I do not know, surely somebody ought to be congratulated. Perhaps the attention of the people was first attracted to the practice of gymnastics by German turner societies, but the promulgation of physical education has spread far beyond them. Hon. W. T. Harris says: "It is the glory of the present revival of physical exercise that it is led by educated physicians. The establishment of a resident physician in each of our colleges, as supervisor of gymnastics and recording inspector of physical development among the students, is a movement of the highest importance."

"The American Association for the advancement of Physical Education" has recently held its seventh annual convention, and discussed in a masterly way the condition and prospects of physical education in the United States," "The Influence of Methodical Gymnastics in Increasing Chest Capacity," "The Influence of Habitual Posture on the Symmetry and Health of the Body," "Delsarte and His Work," "The Swedish System," "The German," and "The Best System of Physical Education for American Schools."

The Swedish system has its strong advocates, and has taken firm hold on the Boston schools. The normal schools in Boston and Brooklyn are sending out well-equipped teachers to all parts of the country. In the Eclectic Schools of Physical Training at Chautauqua, N. Y., where Dr. Anderson superintends the instruction of almost a thousand students each year, the work is carried on according to scientific principles. This school is the medium of disseminating the pro-

found truths of physical training all over the country. In the past thirteen weeks 40,000 children in the St. Louis public schools have been weighed and measured. More than a million items relating to the physique of these children have been collected, and this research is the most extensive of its kind ever undertaken in this country. And so the work goes on, not only in a scientific way, but from Maine to Texas, teachers clubs, societies and schools have been experimenting on the joints and muscles of the pupils of all ages and conditions. They have patched up the middle-aged and elderly with the Delsarte nerve-training and sleep exercises; they have pinned on to the society lady a few graces and poses; they have rounded out the muscles of boys and girls with Indian clubs and dumb-bells, and they have worn out the little ones, with magnificent displays of sashes, parasols and fans; and what is most marvelous, they have, in eight one-hour lessons, prepared physical educators to teach in county institutes.

All of this desultory, fragmentary effort follows in the awakening, and proves that something is perceived to be physically wrong in the people. There may be some good in the dissemination, and be it far from me to depreciate anything that is being done for physical improvement. No effort for the betterment of humanity, however small, can be lost on the grand total. The grandest achievement comes in the fact that through the Kindergarten and manual training principles, the science of pedagogy has made a great discovery—that of the human body in the schoolroom, and the question is, what is best to do with it? Educators and school officers must establish systematic organized movement that will not only reach the colleges and universities, but the more than thirteen

millions of children in our public schools. Just how far the schools are responsible for the physical condition of the children is a hard question to solve. It would seem they should simply supplement the home, but as conditions are, when in so many instances the home fails to do its part, and in a manner makes a general assignment of its children to the school, then the school must not fail in government. The children of the vicious must be trained for humanity's sake, so must the children of the weak. Health is a poor man's fortune, and the rich man would give his fortune for it. Herbert Spencer says: "The first requisite to success in life is to be a good animal, and to be a nation of good animals is the first condition of national prosperity."

The school management have been somewhat reluctant about taking up the work, partly from the fact that they did not know what to do, and partly because the school curriculum is already overcrowded, and then again they must meet the economy objection.

Physical education should first receive the same intelligent and business-like consideration that is given to other branches of education. There must be money spent in its interests, and push and patience given to creating a sentiment in its favor before it will succeed. The advocate must be prepared to show that the extra work in the schools will abundantly justify added taxation and expense. It will make any teaching a farce to treat it with financial indifference." The ultimate aim will be to secure State legislation on the teaching of Physical Education in all schools supported by public money, for if it is ever to become a potent factor in our educational system it must be made obligatory in the schools where the masses are developed.

Ohio has already taken the first step in this direction, and at the last legislature passed a law requiring the teaching of Physical Education in the schools of all the cities and towns numbering as many as five thousand inhabitants.

Our advanced thinkers in the higher schools of learning took up the subject first, therefore the tendency has been to reverse the natural order of things and promote the work in the colleges and higher schools instead of in common schools. This is wrong, for if ever a child needs careful body training it is when his body is being built. Then is the time to form habits of health, and teach a greater reverence for the sanctity of the body. The body training should begin with the child's advent into school.

At present the successful introduction of physical education in the public schools will require a competent supervisor, whose duties it shall be to train the pupils at stated times, and as frequently as circumstances will permit, and also to train the teachers who shall daily conduct the work during the intervening period. It would be desirable that each school building should have its properly fitted-up apartment for gymnastic exercises, To which pupils shall repair at such times as they would come directly under the charge of the supervisor.

However, very efficient service will result when the regular teacher can adjust herself to existing circumstances and carry on a health training along with other work of her room.

[With the hope that I may offer a few helpful suggestions to teachers in this work of body-building, I shall continue this paper in the next number of this journal.]

(To be Continued.)

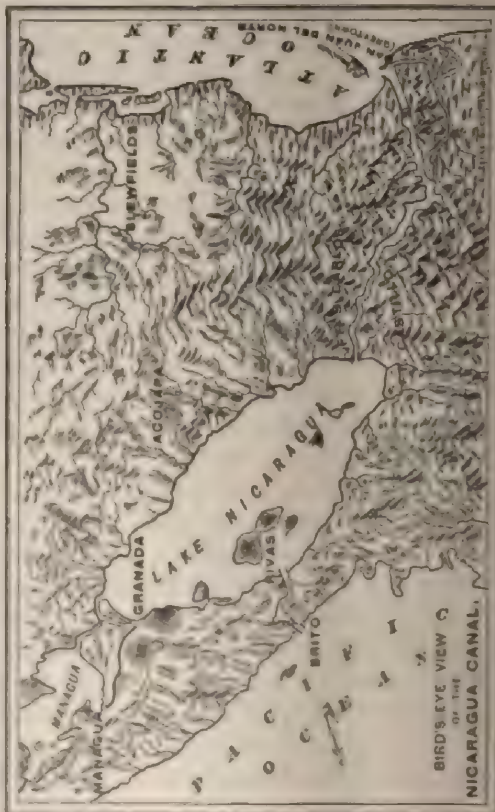
THE CHANCES GIRLS HAVE.

Many girls believe that their possibilities are inferior to those of boys, and thereby their best efforts are hindered. It is an erroneous belief, and a girl should maintain the opposite opinion without fear or favor. She need not be an egotist, nor indulge in overweening self-confidence, but simply rise above the false sentiment that girls are more "the creatures of circumstance" than boys. Too many are so content with the actual that they do not aspire after the possible. They accept the present situation as if change for better or worse were out of the question. Perhaps they are wholly unconscious of their reserved powers, do

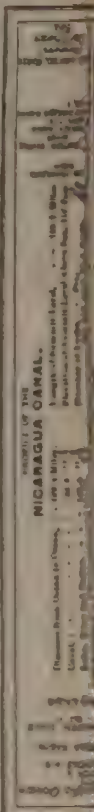
not even reflect that the mind is capable of constant and eternal progress. Hence, they do not dream that they may become superior to misfortune and sorrow—greater than vicissitudes and trials; and abundantly qualified for the highest positions. They live dependently, languidly and hopelessly. Lacking the inspiration of conscious greatness, they settle down into unwomanly littleness, to become the sport of a change of fortune, and be miserable thereafter. Girls should feel that such an experience is both unnecessary and degrading—that even the reverses of life may be made subservient to mental and moral triumph.

—*Ex.*

THE NICARAGUA CANAL.



BIRD'S EYE VIEW OF
NICHARAGUA CANAL



KINDERGARTEN AND PRIMARY DEPARTMENT.

Devoted to the Psychology of Childhood, Scientific Study of Children, and Kindergarten System and Its Application to the Public Schools.

Edited by MR. C. H. MCGREW, Secretary of California School of Methods, and Principal Professional Training School for Kindergartners and Primary Teachers.

All communications for this department should be addressed to MR. C. H. MCGREW, Box 919, San Jose, Cal.

LAWS OF CHILDHOOD.

In the last issue of the *Teacher* I expounded briefly the first three Biological Laws—viz. the Laws of Growth and Development, of Nutrition, and of Individuality. I will now consider briefly the two remaining Biological Laws, and introduce the Sociological Laws.

4. *The Law of Sexuality.* Sex is a great fact in Nature and Life. Next to being a distinct individual the endowment of sex is most important. It is so common a fact in Nature and Life, the all-pervading influence of this law over the physical and mental and social life of the child and personality is almost wholly overlooked. With a vast majority of people the fact that a child is born a boy means that he shall in time wear a certain kind of clothes and run the gauntlet of certain experiences; and that the child is born a girl means she shall wear another kind of clothes and conform to certain conventionalities,—this and little more is what sex means with the superficial. But the sex endowments of the child, influence in a wonderful degree his whole physical, mental and social nature and development. There is a vast difference between the mental types of boys and girls—as great a difference as there is in the physical types. In a word girls' minds are as different from boys'

minds, as girls' faces, features, forms and statures are from boys'. While there are many powers common to the two sexes, these powers vary in strength, quality and quickness in the sexes—sometimes in favor of one sex and sometimes in favor of the other. Then each sex is endowed with some powers peculiar to itself. So that it is a very difficult thing to compare boys' and girls' minds, or the whole mental strength of men and women. Notwithstanding these very evident psychological facts, we often hear quacks assert the mental superiority of one sex over the other, as glibly as they would compare the weight of two packages of some material.

And the pedagogical Solons who compose most of our Boards of Education sit in solemn session for weeks, year after year, and patch up a course of study for our public schools, in utter ignorance of the great facts and principles of psychology and the laws of childhood. The result of their labors is a sort of crazy-quilt product, adapted only for wooden minds, with no reference to the living growing minds of boys and girls. Excellent courses of study from master minds in education could be adopted and modified to meet local conditions, and thus be a great blessing to the children. But these pedagogical seers flatter them-

selves in their conceit and ignorance that the dear people will call them wise only when the course bears their ear marks and *ipse dixit*.

The little child early becomes conscious of its sex endowments, these feelings and ideas are ruling forces throughout his life. In education as well as in social and industrial life individual development largely depends upon the law of sexuality. The proper solution of many social and industrial problems rest upon the recognition and culture of this great natural law of life. Once understood and obeyed, we would hear less of that cheap, churlish chatter and violent rant about "suffrage," "women's rights," "emancipation," and much more of natural womanhood and manhood, and their missions in life. Let this study of the natural boy and girl be taken up by teachers, and let these laws of childhood be their guide and our schools will produce a nobler and more sacred manhood and womanhood.

5. *The Law of Heredity.* The law of heredity follows closely the law of sexuality. The child inherits from both sexes—sometimes more from one and sometimes more from the other. It is not certain whether the child inherits more from the same or opposite sex. This condition seems to be determined largely by the relative strengths of character of the parents, and their physical and mental experiences before the child's birth.

There is a vast amount of new facts and discoveries being made in the studies of heredity by scientific minds. This is certain, every power and capacity of the child—whether physical, mental, moral or spiritual may be influenced by the law of heredity from either or both sexes. And the study and understanding of the facts and law of heredity is necessary to
1 the nature and strength of

the child's endowments and his peculiarities. It is also a great light or interpreter of the conduct of children and human beings. To know the child's hereditary weaknesses and strengths, is to understand his endowments so well we we could prescribe the best education for him. It enables us to guard against his weak points, and do what in our power we can to strengthen his character.

A study of the manifestations of the law of heredity gives us a larger charity for human beings, and enables us to more properly lay the responsibility for the strength or weakness of character where it belongs. It enables us to estimate the relative power of education and heredity endowments, and gives us a more scientific aspect of educational work.

This great fact should be borne in mind by the teacher. She can not eradicate the hereditary endowments of her children, but she can modify them, often strengthening the good tendencies and overcoming the evil. Lastly the teacher who understands the heredity of her children, has a far juster estimate of the value of her successes, and a fuller conception of the cause of her failures, and thus knows whether she has done her whole duty or not.

CALIFORNIA KINDERGARTNERS APPRECIATED AND HONORED.

From the San Jose Mercury.

The School Board of Butte City, Mont., has recently shown its good judgment and appreciation by selecting three bright and well-trained San Jose girls for Kindergarten teachers in their public schools. These young ladies are Misses Lizzie Mackenzie, Emma L. Kooser and Elma T. MacNeal, all graduates in the course for kindergartners and primary teachers in the California School of Methods. During the Summer school Principal Riley of the Butte City schools attended several of the

daily sessions, and asked Professor McGrew, the Secretary, if he could recommend three well-trained kindergartners and primary teachers who were competent to introduce the kindergarten system into the public schools. Professor Riley was introduced to the young ladies above mentioned, who were enrolled in the Summer School. Misses Mackenzie and Kooser were teaching a class of children on kindergarten and primary methods to illustrate the new methods to the teachers. Professor Riley observed them give several lessons and after examining the course of training and the work of the young ladies immediately offered them \$100 a month each to go to Butte City and take the principalships of three kindergartens to be established at once. Misses Kooser and MacNeal accepted and started in a few days. Miss Mackenzie had been elected to a position in the Sarah B. Cooper Kindergarten and her plans would not permit her to accept this excellent offer. Professor Riley especially desired her because of her experience and musical ability. The San Jose School Board is fortunate in being able to retain her.

The following complimentary notice of the young ladies appeared in the report of the Summer Normal held at Butte City, published in the Butte *Daily Miner*:

A special meeting of primary teachers was held in the afternoon. It was addressed by Misses Kooser and MacNeal, the new kindergarten teachers, and the manner of conducting recitations was shown. Miss Kooser took for her subject the peach, showing the interior and exterior, and eliciting by skilful questions the information desired.

Miss MacNeal took as a subject the silk-worm, its production and the manufactures derived from it.

The ladies introduced their subjects so well, and so aroused the interest of the teachers that all approved the introduction of the work and there is no doubt that if properly taken hold of it will be a success. The ladies are well versed as specialists in their work, so there is no doubt of the outcome.

Two questions naturally arise from the selection of these San Jose young ladies to introduce this most important work. Why did Professor Riley come to San Jose for well-trained kindergartners to introduce the work into the public schools? Because the kindergarten system has been introduced here with its new and separate buildings in as good condition as any place in the United States. And especially because he, with educators gener-

ally recognize that the California School of Methods under the personal management of Professor McGrew, furnishes a broad and scientific course of instruction and training for kindergartners and primary teachers equal to anything given in the East. It is one of the few schools in the United States training kindergartners that has any definite and high standard of admission. It requires an equivalent of a High School education to enter upon its course and a thorough mastery of the same in order to secure the diploma. Ten out of the twelve graduates of last June have already been selected for good positions. Other San Jose girls who have every advantage for a good academic education, free in the Normal and High schools, should emulate the example of these ladies. It should not only be a duty but a pleasure for a young lady living at home, to secure an education in these schools, so she could take such a professional training course that will fit her in a year for a special line of teaching and enable her to command a good salary and be independent.

WHAT THE SCHOOL OWES TO THE KINDERGARTEN.

II.

There is scarcely a more interesting subject of study in the whole history of educational progress than to trace out the indebtedness of modern school work to the developing system of the Kindergarten, and note how the life and development of the latter has permeated all the work of the former. When the kindergarten system and philosophy were given to the world in the first completed form by Froebel, there was as usual a sharp clashing between the old and artificial and the new and natural. At first these two opposing ideas fought unto death, and everywhere sooner or later the new and natural education won a victory. This experience was repeated thousands of times—in every country and community on the globe where the new and true education found a footing, and always with the same result the new

would conquer in the end. Until within the last six or eight years, the contest has grown weaker and weaker on the part of the old, and to-day it presents no formidable and positive opposition to the growth and extension of the new. The old is only negative in its opposition. It obstructs mainly by holding many positions in the schools. But it is conceded by all that the Kindergarten and new education must become universal. No educator of any ability and character opposes the kindergarten system to-day, and there is no teacher who is up to the times and who is not greatly indebted to it and uses many of its principles and methods. Still it must be confessed many teachers teach more or less of Froebel and use many of his methods unawares. I have in my experience seen the strange inconsistency of a Normal School principal repudiating the Froebel system and philosophy, and sanctioning the use of Froebel's methods at the same time in the school. This was the blind leading those with sight. It is not an uncommon sight in these days of small men in big positions. Let us glance at some of the beneficent things the school owes to the kindergarten, remembering the kindergarten as an institution contains the truest and best conceptions of educational practice reached by the great masters Comenius, Rousseau, Pestalozzi and Froebel, and their followers.

1. The Kindergarten has *humanized* the methods and instruction of the school. It has been a great civilizing influence to home and school—to parents and teachers.

2. The Kindergarten has *naturalized* methods and instruction of the School to a large extent. It has given a strong impulse to the use of natural methods, and to following natural laws in child unfolding and training.

3. The Kindergarten has made the

children and their natural culture the center of all its work, and the School now recognizes the child's body and mind, and has too discovered the whole child in its work.

4. The great movement to study the Psychology of Childhood and make a Scientific Study of Children in Normal and Training Schools, in Colleges and Universities, in Public Schools, is largely an outgrowth of the Kindergarten movement.

The now general use in School of Objective Methods and Creative and Productive Work in especially all primary education is directly due to the Kindergarten and its influence. The occupations of Clay and Sand Modeling, Free Hand Drawing, Paper Folding, Leather and Card Board Work, Form and Designing, Concrete Number Work, Color Instruction, Illustrative work in Art and Nature, Songs, Games and Physical Training, and many other occupations are Kindergarten Gifts and Occupations, simple or modified. These now form more than half the work of every modern and well taught school.

6. The Kindergarten has influenced the School to recognize the child as a being of Sensation, Instinct, Emotion, Thought and Volition; and in the introduction of many of the gifts and occupations and kindergarten methods in the School, the instruction and training of the School has become much more scientific and laws of Physiology, Psychology, Sociology are more observed than formerly.

7. The Kindergarten has taught the School the value of early training and systematic instruction; the beauty, simplicity and value of child life; the spiritualizing and humanizing power of love and kindness in education and life; and

the gospel of happiness in work and the doing of good to others.

It has taught both the school and home many other beautiful lessons. No system of education, no system of philosophy, has ever been given to the world that has blessed so many human beings, made so many children happy and good, ennobled the lives of so many women and men as the Kindergarten System of Education. Study it and compare it with the philosophy of Plato, Aristotle, Kant, Pestalozzi, Spencer, and Bain and you will observe that its great principles are the strata of all true education notwithstanding the fact that many of the prominent depart therefrom.

KINDERGARTEN NEWS AND NOTES.

Kindergartners and teachers are anxiously waiting for the appearance of Mrs. Cooper's Golden Gate Kindergarten Report. We are informed it will be a very interesting and valuable book. Some 10,000 copies will be printed this year, and many of them distributed at the World's Fair.

Mrs. Mary Sheldon Barnes, associate professor of History, in the Stanford University lectured Saturday, Dec. 3rd, before the Post Graduate Class of Kindergartners and Primary Teachers in California School of Methods at the Golden Gate Kindergarten Training School, San Francisco. Mrs. Barnes' subject was the "Growth and Influence of European Universities on Educational Thought and Practice." Mrs. Barnes has made a special study of this class of educational institutions, and is the highest authority on this coast on the subject. The class are spending December in the course of history of education in studying this subject, and Mrs. Barnes' lecture fits admir-

ably into the work. The plan of the post graduate course is to weave all special lectures into the several lines of work.

The wisest plan for introducing the kindergarten into public schools is to provide new and separate buildings, as has San Jose, Cal. It will also prove the most economical in the end. We note with pleasure other cities are following San Jose in this respect.

Miss Belle Mackenzie, the principal of the new first ward kindergarten in San Jose has been remarkably successful in organizing the kindergarten in that ward. The first week in September she had seven pupils, and during the next ten weeks she had gathered in almost fifty. Miss Mackenzie has proven herself to be an excellent organizer and leader, and the excellent training she has the children under speaks much for her as a teacher.

The kindergarten work in California is rapidly growing out of the fancy-work and mechanical stage in which much of it had its origin. Superficial and shoddy training of kindergartners is the cause of such work. Had the training of kindergartners on this coast been up to the standard from the beginning of the work here, the kindergarten work would have a much greater educational value. All our most cultured and progressive kindergarten workers see this and are uniting in an effort to raise the standard of scholarship and training of kindergartners, and to develop the educational side of the work. It is highly important for the kindergarten as a philanthropy and as an educational foundation for all public and higher schools that its educational side be fully developed. It will then be a greater philanthropy and a

greater educational agency. Froebel never dreamed that his kindergarten would ever be degraded into a fancy work-shop or into a mere playhouse with its lawlessness and dissipating tendencies. He feared and imagined many other dangers to his beautiful system of development, but the fancy-work craze is a distortion from the legitimate purpose of the system, against which we protest on authority and sound sense. If those superficial trainers can not comprehend this science and art of education so as to teach something more valuable than the multiplication of fancy-work forms, we would suggest they use *real fancy* work material, much better adapted to their trade than the kindergarten materials, then perhaps they could make something both pretty and saleable.

"Pedagogically it is a sin to give to each child in a class or group of pupils a handful of sticks and tell them to do with them what they please. Such a direction is far from stimulating spontaneous self-activity. In all cases the work with the kindergarten material should have a definite purpose. Only thus is the child led from play to work; for it is by the addition of some definite purpose that the activity of play is lifted into the activity of work."—*Supt. W. N. Hailmann.*

"In the kindergarten, play resolves itself into education. The little ones are trained to a conscious command of their bodily functions; to use all their senses wisely and well; to habits of close and critical observation; to construct and invent and to combine materials gracefully and in good taste."—*Mrs. Sarah B. Cooper.*

Rousseau wrote the "Emile" at fifty, after sending five of his own children to the foundling asylum.

December Meeting of the Graduates of the San Jose Normal School.

An account of the last meeting of the Alumni Association was published in the June number of the PACIFIC COAST TEACHER. In accordance with the action at that meeting the Faculty of the Normal has set the week before Christmas as Graduates' Week and a cordial invitation is extended to all alumni to visit the school during that week.

The executive committee has called the annual meeting of the Association on Dec. 20, 21, and 22. The forenoons are left free for visiting the Normal and the city schools, and a regular program has been prepared for the afternoons and evenings. Each subject will be formally introduced by some one and then the discussions will be open to all. To make the meeting a grand success it needs only that every one joins freely in these discussions. Several of the classes are planning Class Reunions on the evening of the reception. A full program will be sent to every graduate who has reported during the last year.

The program will include a discussion of:

TENDENCIES IN RECENT COURSES OF STUDY,

ELEMENTARY SCIENCE IN THE COMMON SCHOOLS,

HIGHER EDUCATION FOR NORMAL GRADUATES,

THE RELATION OF THE TEACHER TO THE PUBLIC,

DUTY OF THE TEACHER IN CARING FOR THE EYESIGHT OF CHILDREN,

REPORTS BY GRADUATES OF WORK IN THE DIFFERENT COUNTIES.

Those who will take part are Prof. C. W. Childs, Prof. C. H. Allen, Dr. Simpson, Prof. Earl Barnes, Prof. Elmer Brown, L. B. Wilson, W. E. Tebbe, Miss Kate Cozzens, Supt. Wood of Monterey Co., and others.

Normal Index Department

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COLUMBUS DAY was appropriately observed at the Normal. On that day the students came earlier and brighter faces than usual. They did not have before them a long day's work of recitations, but visions of a better uniform, of parade and song passed through their minds.

Soon after half past eight o'clock a detachment from the G. A. R. arrived. They were met at the Fourth St. entrance by Company B and escorted to the front of the building, where the Normal and Training School students were arranged in hollow square. The veterans were marched to the center of the square and saluted to Principal Childs. After the reading of the President's proclamation to the Principal, and the pledge and salute to the flag, the students marched to the Assembly Hall, where the following programme was rendered:

Abian Hymn..... School
Song on Columbus..... Miss Oneal
.....Class from Training School
Recitation..... Miss Wynn

Recitation and chant..... Miss Gallier,
assisted by the School.

Song, America..... School

The exercises were concluded at ten o'clock, and the students had fifteen minutes in which to prepare for the parade. The various companies were formed promptly, and the line was ready to march at 10:30. The arrangement was as follows:—Company B, Capt. Ogden; Company C, Capt. Tarr; Company G, Capt. Adams; and Company F, Capt. Johnson, followed by the various classes in semi-military order. The Training School pupils were arranged in a similar manner. The whole number from both departments was about seven hundred.

Soon after the formation the line was joined by the various other schools of San Jose and vicinity, and within a few minutes over four thousand school children had entered the Normal grounds and were ready to join in the grand parade.

Nearly an hour passed before the command for advance was given. This time was made lively by the music of several bands, by the "yells" of the various classes and schools, and the hurraing of the thousands of children.

The parade lasted about an hour, at the conclusion of which the schools were conducted to the grand stand in St. James Park, where they all joined in singing "America," and were dismissed.

The cheerful spirit with which both pupils and teachers took part in the exercises, and the fact that nine-tenths of the students furnished their own uniform and joined in the parade voluntarily, bear witness that we have in the Normal that true patriotic spirit which should be a feature of every American school.

J. L. BEALL.

THE Young Woman's Christian Asso-

ciation is very active this term, even though many faithful and earnest workers went away with the class of last June. We miss them, yet we hope to see them in the society and to hear their cheering words whenever they return to their Alma Mater.

Devotional meetings are held every Monday afternoon in the large, pleasant society room on the third floor and are largely attended. About thirty-five new members have been enrolled this term, and the spirit of helpfulness which is shown by all encourages and strengthens us.

One of the special features of the work this term, is the Friday morning prayer-meeting, which commences at 7:30 and lasts until 8:15. The attendance varies from ten to twenty or more. All who attend feel that they receive much good from the meeting.

Miss Brown, Preceptress of the Normal School for colored young men and women, at Tuskegee, Alabama, is in California at present giving lectures and dramatic readings for the purpose of gathering funds to erect a new building for girls. She has given us several pleasant hours in the Normal Hall, not only telling us of her work, but entertaining us with recitations and jubilee melodies.

At the beginning of this year's school term, two hundred girls were turned away because of lack of room. This "turning away" would not mean so much to us who have pleasant homes, but to the colored young women of the South it means being sent back to wretched homes where often are heard only the coarse laugh and brutal tone.

Miss Brown hopes to raise three thousand dollars before she returns home. We are in hearty sympathy with this work and have taken this opportunity to tell

our graduates and others who are interested in the Master's work, that help is needed. We have given a little and expect to give more. Contributions will be forwarded from here by Miss Washburn.

[Y. W. C. A. COMMITTEE]

EDUCATIONAL.

SELFISHNESS AS EXHIBITED IN PUBLIC PLACES.

E. KATE BIGGERSTAFF, JUNE, '92.

Scripture declares that the love of money is the root of all evil; but in this day, it seems to me it might be appropriately and truthfully said that selfishness is the root of all evil. I believe that it is the prompter in every sin that a man commits. Why, in a crowd, does he rudely elbow his way to the front? Why does he drive a hard bargain in a trade? Why does he defraud his neighbor? Why does he embezzle his employer's funds? Is it not that he may be exalted above his neighbor, that he may miss none of the pleasures of life that are by any means attainable? What cares he who is crushed in the mad rush for wealth, or fame, or pleasures, if only he secure the coveted prize?

We have become so accustomed to exhibitions of selfishness in individual relationships and in business circles that we merely give them a passing notice, remarking with a sigh, that it is human nature, and seeing to it that we are not outwitted by these shrewdly selfish ones. But it is in public assemblies, where selfishness assumes a bolder front, where in the eager desire to obtain a transient pleasure, men and women seem to ignore every rule of politeness, that one is profoundly impressed with the depths of

ness in the human heart, and is
 d that a merely temporary enjoy-
 can cause a man to forget even the
 ace of his fellow creatures.

all not soon forget my indignation
 rtain portion of the crowd assem-
 n opening day at Stanford Univer-

Had the fortunate ones who se-
 seats near the front on that day
 content to remain seated, the ma-
 of the crowd might have at least
 he faces of the speakers, and possi-
 ve caught, now and then, a few
 of the addresses made. But these

ous ones, as soon as the speakers
 red on the stand, rose to their feet,
 ot only rose, but the women actu-
 raised their parasols over their
 and some even stood in chairs,
 othing that was said or done might
 their eyes or ears. The conse-
 e was that but a small fraction of
 rge audience heard the addresses,
 to the greater part, the hour was a
 , as not a ray of light, or wave of
 reached them from the speakers'

res of instances could be mentioned
 olous, chattering women and girls,
 disturb whole assemblies by talking
 when others are trying to listen;
 at burly men, who, during a popu-
 performance, will elbow their way
 gh a dense crowd, rudely thrusting
 delicate women in order to reach
 ket office ahead of others; of wo-
 who, in a crowded assembly, will
 ad stand in order to have an unob-
 ed view, and thus entirely shut out
 ew of those behind them. Every-
 is familiar with such instances, but
 uestion arises, "What is the cause
 h rudeness in this enlightened age,
 civilized country?

ie charitable soul will probably re-
 'Oh, it is only thoughtlessness, not

intentional rudeness." But shall it be
 tolerated any more on that account? To
 sensitive souls coarse manners are an
 abomination, selfish deeds wound them,
 and a gruff tone hurts like a knife thrust
 and none the less because the infliction
 comes through thoughtlessness. Some
 one has said that Americans are the rud-
 est people on earth. Now a nation's
 manners are as much a part of its his-
 tory as are its politics, and we should
 not enjoy having some historian record
 along with our wise and benevolent and
 brilliant achievements the fact that we
 are a nation of boors.

Then follows another question, "How
 shall we arrest this growing rudeness?"
 I answer, by training properly the chil-
 dren and youth of the land. The home
 and the school are the great modeling
 rooms of childhood and youth. It is a
 mother's sacred duty to teach her child
 manners with its morals, to teach it to
 be courteous and kind as well as honest
 and industrious. When the mother fails
 to do this; the teacher has a double duty
 to perform, for these things are of the
 highest importance. A child that is
 taught to be gentle and courteous to all
 with whom he comes in contact, and to
 consider always the rights of others
 along with his own, and who is taught
 that when it is merely a question of who
 shall have the choice he is always to
 yield to his neighbor, a child taught thus
 to act from principle, it seems to me, can
 never go far astray.

And does not such conduct bring its
 own reward? Yea, abundantly. Who
 does not feel better satisfied with him-
 self for a deed of self sacrifice particular-
 ly when another's happiness is secured
 thereby? And not only does a good deed,
 a kind act, courteous manner, react
 upon the author, making him better, and
 purer, and happier, but it brings yet

other rewards. It inspires those for whom the deed is done, to go and do likewise, and often they are able to render in return, even greater service than they have received; then is the reward two-fold. Surely those were not idle words of the Master, "Thou shalt love thy neighbor as thy-self." He, the great Searcher of hearts, the divine Teacher knew that obedience to that commandment would bring happiness and peace to the human race.

LITERARY.

AN EXCURSION WITH THOREAU.

It would have been no easy matter to obtain such a privilege had you been acquainted with him in the flesh. He would have told you point-blank that he preferred to make his excursions through his loved New England in his own company, or to quote his own words, "There is nothing so important to me as my walks. I have no walks to throw away on company." But when we come to consider that these walks whose importance he so emphasized, were his life works, and that he has left such beautiful and inspiring records of them as in these pages of "Excursions," we are glad that he did not suffer any curious and unsympathetic companion often to intrude upon them and jar upon the harmony of his motives and meditations. But, thanks to the man who invented the art of printing, to accompany this "Poet-naturalist" on some of his excursions and to share the thoughts and fancies suggested to him by every shifting cloud, by every landscape change. We can crunch the snow and hunt out the wonderful forms of "ice-foliage," the strange caprices of "ice crystallization." We can take with him his "Winter Walk" at break of day,

so early that it is "infernally sounds only that you hear." When we come to the deserted woodman's hut, we can wonder with Thoreau how the woodcutter passed the long stormy winters, and from the stumps and chips of trees we can study his history. But we must leave the hut to the birds and foxes and pass on over high hills, through the forest to the frozen river, where we can imagine ourselves gliding swiftly over the depths, where in summer, with rod and line, we patiently tempted the wily fishes. But while we have been admiring nature's beauties, the snow has been silently falling and we must now hasten home.

Spearing fish from a boat may seem a rather prosaic, if not a cruel sport; but invested with Thoreau's pure imagination, a scene of this kind by night on one of the ponds in his vicinity, becomes an Arabian Nights enchantment.

How interesting and beautiful is his description, "The Succession of Forest Trees," of how the birds, wind, and animals have been provided as agents through which nature is enabled to accomplish this great change! First, she produces a pine forest, and within a few years the oak takes the place of the less stately pine, and after another lapse of years, the pine has again claimed its rights, and so the change goes on.

"Autumnal Fruits" and "Wild Apples" are to me the two most beautiful of Thoreau's sketches. So vivid are the pictures that we can close our eyes and in imagination see the purple grasses, the red maple, and the brightly colored leaves of the elm and the oak.

"Natural History of Massachusetts" is the title given to another of these delightful excursions, but in the name there is no hint of its beautiful word picturing or its poetic elegance. In this Thoreau takes a scientific report of the birds, fishes and

ils of Massachusetts. From the ones he constructs a thing of life beauty. As for instance, for the use of the Report, an osprey was a of certain peculiarities of bone, er, limb and bill. Thoreau gazes a dead osprey and sees a wonderful "whose eye is now dim, and whose s are nerveless; but its shrill scream yet to linger in its throat and the of the sea in its wings. There is ranny of Jove in its claws and his in erectile feathers of the head and

er taking a close survey of the ani- and vegetable kingdom of Massa- etts, you strengthen your acquaint- with Thoreau by a walk to Wa- ett at a cool and early hour on a ant morning in July and you leave n the closing paper after an excur- of "Night and Moonlight." So that g the book you seem to have spent tire day from its morning twilight idnight's "tingling silentness" in mpany of this enthusiastic lover of e, who shared so many of her se- who knew so well how to interpret anguage. Open his book anywhere on will at once feel his influence. will seem to hear the birds singing, the clink of dropping icicles, you seem to see the "stalactites of ice" he stalagmites of snow, and all are to whisper to your refreshed soul thing that you never suspected was em.

oreau's style is graceful and elegant. ame is often classed with Burroughs' Maurice Thompson's, but their styles uite different. Maurice Thompson re poetic than either of the others e Burroughs' style is clear and sim- After reading something by each, very difficult to decide which of the one admires most.

L. A.

POPULAR TASTE IN FICTION.

E. A. F.

"A test of popular education is the kind of reading sought and enjoyed by the majority of the people."

There can be no doubt that fiction is read more in America than any other form of literature. The librarian of the Los Angeles public library says that sixty-two per cent of all books drawn from there is fiction. This, we know, is mainly fiction of the better class. But what of the multiplied thousands of so-called dime novels that are sold annually? When a college town of less than thirty thousand inhabitants supports three news-stands which make their chief profit selling trashy, immoral books, what must be the condition of places away from educational influences?

It is simply appalling to think to what an extent vicious books are sold and read in rural districts and small country towns. There is hardly a working man in the woods, on the farm, or in the factory, but has a sack or two filled with them. They are rank poison that taints every high and noble purpose of the soul. We know that "the moral character of the popular book is an index of the popular moral sentiment." We are drifting to dangerous ground.

Who is to blame? You say that it is a result of our rapid and uneven civilization. That is doubtless true in a large measure. But there are other causes. When publishers do not ask, "Will this book benefit the reader?" but, "Will this book sell?" how can we blame people for reading what is printed for them to read? Good authors often struggle on for years waiting to find a publisher for books which the public stands in crying need of. Read Charles Egbert

Craddock's thoroughly charming stories, and see if you can tell why the public were deprived of them so long? Simply because publishers did not watch public taste closely enough to see that it was demanding just such things as "In the Tennessee Mountains."

The immense popularity of trashy and even immoral fiction is in a great degree the fault of our public schools. They have unwittingly done much to create this taste. The ideal toward which they labored unceasingly was to create and foster in children a taste for the best in literature. Hence we find in school readers extracts from such books as Scott's "Kenilworth," or Dickens' much read "David Copperfield." From the extract a child gets no conception of the pleasure he would find in the book itself, and often gets so tired of the extract that he never wants even to see the book. Let us be glad that our foremost educators are recognizing this fact, and are giving children books to read, not fragments of them.

But there is still a great work to do along this line in country schools, for it is there that the great majority of our citizens are educated. Fiction is about the strongest educating influence that the average country child feels after he leaves school. How necessary that he read those books which will help him to live up to the best that is in him! How resistless is the influence of a good book!

There is no one who would not be better for reading "Ben Hur," "Uncle Tom's Cabin," or "Ramona,"—our three most popular books. "Ben Hur" seems to be everywhere in the lead. A glimpse between its covers tells the reason. General Lew Wallace has portrayed the life of Christ with the touch of a master, and the heart of every reader is stirred with sympathy. This book has created

among certain classes more admiration for the "gentle Nazarene" than volume of sermons. Because of its life-like vivid scenes it has reached persons whom christian influence seldom touched. "Ben Hur" has indeed been an inspiration to even its most careless reader.

There are many other popular books whose chief characters are taken from the Bible. What boy would not be fascinated with the story of "Joshua," as told by Ebers, as he is with Oliver Optic's sensational heroes and their improbable adventures? Ingraham's "Pillar of Fire" and "A Prince of the House of David," each hold the reader with unwavering interest to the end. Aside from the pleasure found in reading these books the spiritual influence is of incalculable benefit. The number of good books that treat of secular history is legion. One can not fail to appreciate Scott's great books. "Guy Mannering," "Ivanhoe," "Kenilworth," "The Talisman," "Quentin Durward," "Rob Roy," and the "Bride of Lammermoor," have too many readers to make it necessary to mention their influence. "Kingsley's "Hypatia," Brooks' "Historic Girls" and "Historic Boys," "Blachmore's "Lorna Doone," Lytton's "Harold," "Rienzi," and "Last Days of Pompeii," Eber's "Uarda," and "Egyptian Princess," and many other equally famous books, have just enough history to increase the interest in the romance. There are all books that "carry one away." But let us remember "that it is a fine thing to say that a novel carries one away if one comes back better for the adventure."

For those who prefer fiction that deals with ordinary life and character, there is a constantly increasing number of distinguished American writers: Among these are Holmes, Hawthorne, Hard-

er Stowe, Stockton, our rising
rist, Cable, who has painted such
pictures of Southern life in his
Sevier" and the Grandissimer,"
dock, who has reminded us in an
ive way of a people whose existence
ad almost forgotten, and last, our
itable H. H."

ere are three great English writers
tion who are read the world over,
perhaps nowhere more than in Amer-
Dickens and Thackeray go side by

Their books need no mention, for
circulation and continued popular-
e sufficient evidence of their worth.
ircle of George Eliot's admirers is
antly increasing. She alone has
placed by the side of Shakespeare in
reative power. Her best books are
am Bede," "Romola," "Mill on the
," and "Silas Marner."

t one can not enumerate all the
s of fiction that have exerted, and
xert, a powerful influence for good
eir readers. Every true American
ad to know that these books are
read more and more. John Vance
ey, Librarian of the San Francisco
e library, says: "I believe that the
tone of popular fiction is rising
ily." We hear this with pleasure,
e know that "the novel has a tend-
to become what taste demands."
ll who have felt the power of pure
a help to bring and keep public
up to the highest possible standard.

mboldt finished his giant work,
Cosmos" at eighty-two. His first
on natural history appeared when
author was twenty-one.

oe was fifty-eight when he began
"Robinson Crusoe." His literary
began at twenty, and his best po-
works were written before the
seo."

SCIENTIFIC

SCIENCE POPULARIZED.

MARY F. ANDERSON.

Science as a study of Nature, of her
manifold beauties and wonders, and their
causes, has been known to the people for
a comparatively short time. Within the
last twenty-five years some of the best
authors and naturalists have seen the
good which might be done by putting
the facts of science in a popular form,
and have turned their efforts in this di-
rection. They have given the world
a set of books which tell the truth, and
show the beauties of the natural world,
in an interesting manner, and thus have
made science popular. There are many
of these books, for as the demand in-
creases so does the supply.

One of the best known writers of this
class is John Burroughs. His "Wake
Robin" is, I think, the best of his works.
In his introduction he says, "Though
written less in the spirit of exact science
than with the freedom of love and old ac-
quaintance, yet I have in no instance
taken liberties with facts, or allowed my
imagination to influence me to the ex-
tent of giving a false impression or a
wrong coloring."

His style is charming, and the book
abounds in beautiful and well chosed fig-
ures, and descriptions which are exceed-
ingly clear and vivid. We find it hard
to put it down until we have reached the
end. It consists of sketches of birds,
chief among them being the robin, and
accounts of hunting and fishing excur-
sions in the Adirondacks.

He says, "I have done what I could
to bring home the earth and sky," and
his readers will, I think, feel that he has
succeeded.

Among the best known of his other works are "Winter Sunshine," which contains pleasing articles on the birds of England and France; "Fresh Fields," an interesting comparison of English and American bird songs; and "Signs and Seasons." In the latter he says, "One secret of success in observing nature is capacity to take a hint, a hair may show where a lion is hid. One must put this and that together, and value bits and shreds." And again, "The gold of nature does not look like gold at first sight."

"By-Ways and Bird-Notes," by Maurice Thompson, is a favorite, as is "Up and Down the Brocks," by Mary E. Baneford. Miss Baneford is a California writer, who tells us what we may find in our own streams and brooks, and study with simple home-made apparatus. She says, "The majority of people scarcely pause to realize that the different kinds of creatures represent so many of God's different thoughts, and that it may possibly be worth while to glance at the things that he has designed to place on earth."

"Bird Ways," by Olive Thorne Miller, which describe not only birds in their natural homes, but what we call "tame birds," is much read.

John Gibson has a series of books treating of Geology. "Great Waterfalls, Cataracts and Geysers," "Chips from the Earth's Crust," and "Gleanings in Many Fields" are perhaps the best known. These books contain many good illustrations and are written in a pleasing manner.

An interesting book which is similar to these is "Famous Caves and Catacombs" by W. H. Adams. It describes the cave-temples, catacombs and wonderful grottoes of ancient countries, and

gives interesting stories of incidents happening in them.

Zoology is a branch of science which has furnished material for many pleasant books, among which are "Tenants of an Old Farm," which tells of the animal and insect life found on a deserted farm; "Facts and Phases of Animal Life," and "Cecil's Book of Natural History." The latter is written in story form, and the style is very attractive. Margaret Gatty's "Parables from Nature" are dialogues between birds, insects, and trees, each of which has some lesson to teach us. One of these portrays life in a bee-hive, and tells of the dissatisfaction of a young bee, his departure from the hive, his troubles and misfortunes in the world, and his return home, a sadder and wiser bee. Another describes the life of a dragon-fly from the egg to the full grown insect.

The books written for children form an important part of this scientific work. They are written in an attractive style and in language suited to children.

In "Fairy Land of Science," which is a charming book for little folks, we find the following: "I thoroughly believe myself, and hope to prove to you, that science is full of beautiful pictures, of real poetry and of wonder working fairies whom you will love just as much when you are old and grey headed as when you are young." Water, spell-bound and motionless when frozen into beautiful icicles and delicate crystals, is likened to "Sleeping Beauty" in the fairy tale of old, while the sun is the prince whose "gentle kiss will set the frozen water free again." This is but one of the many pretty comparisons found throughout the book. There are interesting chapters on "The aerial ocean in which we live," and "The history of a piece of coal." The author is Arabella

B. Buckley, and although the book is written for children, it will, I think, give grown people much pleasure.

"Stories of the Sagacity of Animals," which tells us of wonderful deeds done by our four-footed friends. Wonder Stories of Science," and "Fairy Friskett, or Peeps at Insect Life," are greatly enjoyed by the children.

These science books are new as yet, but their popularity is increasing, as is shown by their ready sale, and their prominent place in public libraries. To many a tired and discouraged person have they brought comfort and rest, by giving him glimpses of fields and forests.

Florence A. Merriam says, in her "Birds Through an Opera Glass," "It is above all the careworn, indoor workers to whom I would bring a breath of the woods, pictures of sunlit fields and a hint of the simple, child like gladness, the peace and comfort that is offered us every day by these blessed, winged messengers of nature."

MAGAZINE TABLE.

EDUCATIONAL.

The magazines for October seem to be unusually well supplied with articles on educational topics. It will be impossible to mention more than a few of these articles, but the interested reader will find many more that are well worth the perusal.

The *Forum* contains the first of a series of papers to be contributed by Dr. J. M. Rice. In this paper he discusses the Public-School System in general, and also the Public Schools of Baltimore. Dr. Rice is well qualified to do the work he has undertaken, having for several years devoted himself to the study of child-nature. He has also had the advantage of

a course of psychology and pedagogy at Leipzig, and has visited the schools of various countries of Europe.

"The True End of Education," by Dr. Emerson E. White of Cincinnati, and "Notes and Principles on Education" by M. Mac Vicar, L. L. D., are but two of many interesting articles in *Education* for October.

The Popular Education, for the same month, contains much of interest to primary teachers.

"Moral Development" by Miss Hattie Jerome, in the *American Teacher* for November, "The College for Women" by Mary A. Jordan, in the *Atlantic Monthly*, and R. Roy Schuman's contribution to the *University Extension Magazine* for October; are good. Read them.

LITERARY.

To the magazine reader, we would recommend, as of literary importance in the *New England Magazine*, the article, "In Whittier's Land," by Wm. S. Kennedy; "Whittier, the Poet and the Man," by Frances C. Sparhawk, and "Geo. W. Curtis," a poem, by Wm. P. Andrews. The "Editor's Table" is especially interesting as it is devoted entirely to Whittier and gives many reminiscences of his life in connection with his poetry.

The Atlantic Monthly as well as *The New England Magazine*, devotes many of its pages to Whittier. There is a character sketch of Whittier by George Edward Woodberry: a poem by Holmes, entitled "In Memory of Whittier," and a second poem, "Whittier (Dying)," by Elizabeth Stuart Phelps. This number of the *Atlantic* contains the fifth chapter of E. E. Hale's story, "A New England Boyhood" and the concluding chapters of Margaret Deland's "Story of a Child."

A new continued story, "Sweet Bells

Out of Tune," by Mrs. Burton Harrison, author of "The Anglomaniacs," appears in this number of the *Century* and promises to be interesting. Among other articles of interest in this magazine are, "Reminiscences of Brook Farm," by "A Member of the Community;" "Francis Parkman," the last essay prepared for publication by James Russell Lowell, and in the "Open Letters" is one from Stinson Jarvis on "Female Humor and American Wit" in which he tells why there are no female humorists.

"The World of Chance," by W. D. Howells is concluded in this number of *Harper's Magazine*. Mary E. Wilkins' new novel, "Jane Field," is continued here, and those who have read her charming stories will find a very good criticism of them in "The Editor's Easy Chair." The first part of the "Easy Chair" is devoted to "Geo. W. Curtis," while several good articles on Literature are found in the "Editor's Study."

In the *Cosmopolitan* is an interesting paper, "Two Studies of the South" by Brander Matthews, which briefly gives the reasons why there has not been more literature produced in the South.

Scribner's furnishes an article by Octave Trzanne entitled, "Conversations and Opinions of Victor Hugo." "Stories of a Western Town" by Octave Thanet is concluded in this number.

SCIENTIFIC.

The October number of the *Forum* contains a valuable article entitled "A Chapter in Meteorological Discovery." It is a synopsis of the work of many eminent scientists who have made the careful study of storms their life work.

Those interested in astronomy will enjoy Professor Holden's article in the November *Forum*, entitled "What We Really About Mars."

Mr. H. W. Coun's article in the November number of *Science*, on "The Isolation of Rennet from Bacteria," is very profitable reading for a student of Physiology.

ALUMNI NOTES.

Tred Tebbe is at Aitna, Siskiyou Co.

Miss Lou Nussburger, June '91, is teaching in Napa Co.

Evelyn M. Sharp, '91, has not taught since graduation.

Miss Blanche Emery, June '92, is principle of the Alvarado school.

Miss Etta Ogden, June '90, is still teaching in Arcata, Humboldt.

Miss Bessie Haslam, June '90, is teaching in the schools of Santa Cruz.

Verne McGeorge, June '90, is taking a course at the Stanford University.

Lena Nangle, June '92, is engaged in teaching a school in Tehama, Tehama Co.

Bertha Gaddis is teaching in the city of Woodland, Yolo Co.

Miss Bertha Feibush, June '90, is teaching in the public schools of Oakland.

T. Phillips is still at Yolo. Has been County Surveyor for the last two years in addition to school work.

Mattie A. Powell is teaching her second term at the Canon School and has found it a very delightful work.

Clara A. March is teaching her second term in the Capay District, Yolo Co. She has forty pupils enrolled.

Emily J. Ely, Class of Jan. '91, is teaching her second term in the Buchanan School Dist., Yolo Co.

Carrie Overacker, since last June has been very pleasantly occupied in a little family of eleven pupils in a school near Woodland, Yolo Co.

F. B. W. Leland, June '90, is taking a course at the Cooper College in San Francisco, preparatory to becoming a rising young physician.

Maud Maddox, Class of June '91, is teaching her second year at Davisville, with an enrollment of 66.

Maggie M. McClurtis, Class of June '91, is teaching Monitor District in Yolo Co., having enrolled 25 pupils.

Miss Anna B. Nelson, June '91, has taught four months in Sierra District, Santa Clara Co., but is not teaching at present.

Miss Helen Sprague, June '90, is engaged in our library, at present, as Miss Royce is unable to attend to her duties.

Miss Florence Cogswell, June '92, has been seen about our halls lately. She looks as if teaching agrees with her.

Miss Julia Bodley, May '85, is not at present teaching, but is engaged as a searcher of records at the Court House in San Jose.

Minnie G. Moore, Class June '91, is teaching second term in Monument School District, Yolo Co., eight miles from Sacramento.

E. Kate Biggerstaff, June '92, is teaching her first term since graduation in Putah Creek District, Yolo Co., and is happy in the work.

Inez A Chase, Class June '90, has just completed three months' teaching in Pleasant Prairie District, twelve miles from Woodland, Yolo Co.

Eleanor A. Carlson, Class of June '92, is teaching her first term in Fairfield District, seven miles from Davisville, Yolo Co., and is happy in her work.

Florine Secrest is teaching in Cottonwood District, near Woodland. She has a pleasant school of twenty-two pupils, and enjoys her work very much.

Miss Celia Emerson, June '91, is teaching in Jacoby Creek School District, Humboldt Co. This is her second term in a pleasant school of thirty-nine pupils.

Miss Margaret McConnell, June '91, writes that she is teaching, for the second term, the Melville School, in Monterey County. Her school has an average attendance of thirty pupils.

Julia A Donovan, Class of May '85, has taught for the past five years in Enterprise District, Sacramento Co., but resigned her position and has charge at present of the Durnigan School, Yolo Co., with an enrollment of 63.

Among the many graduates who are teaching in San Luis Obispo County, may be mentioned the following: Madge Dowling, Maggie Munn, Maud Drexler, Minnie Mayne, Tillie Thomas, Maud Stone, Bertha Wiltz, Ethel Armstrong, Florita Peet, Maud Fitzwater, Grace Barnhisel and Catherine Beau-lieu.

ALL SORTS.

What is Mr. B. doing with Miss —'s picture in his watch charm?

What do the latest "Decoto" returns confirm? Parker's election.

One astronomy pupil said to another recently, "Why is that the end you look through?"

Rumor has it that Mr. P. intends spending Thanksgiving at "Dakota." Hope he will get back by the following Monday.

Miss Wilson's room has been the most popular place in the building the last few days. "An honest confession is good for the soul."

Assembly Hall, 8:30 A. M. Echo from the Junior B row—"I haven't read a word in Psychology yet!"

What wonderful piece of flesh that accompanied the Mt. Whitney party must have been a "chip" from the old block.

Mr. C. suddenly found himself the center of attraction in General History the other morning in the singing of the "Windmill Song."

It has been noticed by landladies since the cholera scare that students of the Physiology class persistently refuse Hamburg steak.

Did you see the shoes that the scientific Professor wore? We looked for the woman who lived in that shoe, but supposed that the children crawled out through the toe.

What studies were considered proper for young men at the time of Socrates?

Bright Senior B.—"Music, Grammar, Arithmetic, and—and Latin."

Four young ladies were very much disappointed to discover that, after they had been posing their best for ten minutes, those at the camera had neglected to pull the slide.

SELF-CULTURE.

(Extract from an address delivered by Supt. Job Wood at Pacific Grove, Sept. 26, 1892.)

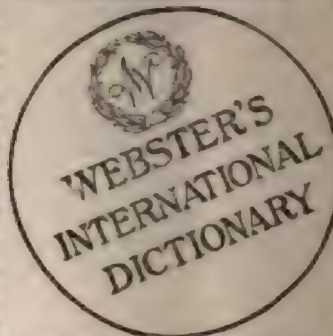
The lesson of life, "know thyself" is one of the greatest studies of the age. The parent who cannot control his temper, who constantly shows the child that he is annoyed or angry at his childish pranks, cannot discipline the child. How is it with the teacher of forty or fifty pupils? The sarcastic tongue, under the influence of an angry brain, often lashes the sea of passion into a frenzy. Under these conditions, the schoolroom is a hot-house developing nothing but thistles. Under the influence of a calm voice, backed by an affectionate determination, the angry seas of passion are stilled and the oil of gladness makes the rough places smooth.

Fellow teachers, the greatest problem of life is the study of self. When we have learned a portion of this lesson, we may apply our knowledge to the study of our surroundings. The trend of educational thought of to-day teaches us to go from the known to the unknown. If we do not know ourselves how can we understand the feelings and passions of others? The average individual has a very poor knowledge of his powers, his weakest points or his strongest characteristics. It is said that our enemies show the weak ones, while our friends indicate the strong points in our character. At least we are inclined to consider him an enemy who opens life's book and points to the family page. In fact, we are almost afraid to learn our weak points. We are decidedly tender on this subject. He is very fortunate who learns in early life to test his own worth, to build up the weak places as well as to nurture the strong ones, to compare his mental, moral and physical powers with requirements of life and to touch the

strings of passion and keep them in healthy tune.

The business, the social, the political, the religious world are constantly convulsed by the blunders of those whose powers fail when the test comes, those who do not know they are weak. The shining lights are those whose training have given them a reversed force, which carries them by the financial crash, the social convulsion, the political strife or the religious dissension. In the pursuits of life the successful man is a student. We admire the genius, but fail to accredit him with the energy, patience and perseverance that have given him his power. From the kindergarten to the university, the aim of the teacher should be the development of principles, the study of the individual and his surroundings, the building up of body and mind and the foundation of a strong character, capable of withstanding the storms of life.

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The Pacific Coast Teacher

Magazine devoted to the Educational Interests
of the Pacific coast.

SPECIAL ORGAN of the ALUMNI ASSOCIATION of the
CALIFORNIA STATE NORMAL SCHOOL.

Edited and Published Monthly by

HENRY G. JURY AND FRANKLIN K. BARTHEL.

Subscription price \$1 per Annum, Payable in advance

Advertising rates sent upon application.

Send all communications to

PUBLISHER PACIFIC COAST TEACHER,

Box 81, SAN JOSE, CAL.

Printed by SMITH & WILCOX, 173 WEST SANTA CLARA ST., SAN JOSE.

VARIOUS INQUIRIES DURING THE past three weeks have been received, regarding our "Teachers Excursion" to Chicago during the World's

Exposition. This is highly gratifying to us, and we are glad that our World's Fair proposition is just what is desired by the majority of California teachers.

We remember that we furnish both transportation and accommodations, and at rates far below those that can possibly be obtained by the individual. We assume the expense of everything, leaving our patrons free from all care and worry.

Our plan is to start next June by a northern route, spending seven days on the trip to Chicago—four days actual travel and three days stop over at points of interest. Then we remain ten days at Chicago. After twenty days visiting relatives and friends, we return by a different route—four days actual travel and six days stop over at points of interest. Total time consumed, thirty-four days. However, any one may return on any regular train within six months after leaving California. The plan gives the utmost

latitude to our patrons. We advise all those who contemplate attending the Fair to communicate with us immediately and learn full particulars. The inquiries still in our possession remaining unanswered will be answered as soon as possible.

THE "CONVENTION CITY" WILL REALLY entertain the State Association this month. The local committee of teachers appointed by Supt. Kirk have ably done their duty, and as a result the hotels have reduced rates 20 per cent, and the citizens have subscribed a fund of \$1000 to defray the expenses of the session.

Now, that the Railroad Company has reduced round trip to one and one-third of the single trip, everything points to a large enthusiastic session. The program that has been arranged includes the most eminent educators of the State. No teacher can afford to stay away from Fresno during State Association week.

THE QUESTION WHETHER COUNTY Boards of Education should be compelled to recognize State Normal School diplomas will invite the attention of the State Association at its coming session.

It is indeed time that this question is brought to a conclusion. All counties, if any, should recognize the Normal diplomas.

The present condition of affairs seems most absurd. The State at a great expense trains the individual for three

CHROMO REWARD CARDS.

800 pretty designs flowers, fruits, scenes, views, birds, animals, crescents, juveniles, etc. Prices for 12 cards, size 3x4 1/4 inches 8c; 3x6 1/4 12c; 4x6 1/4 20c; 5x7 30c; all pretty chromo cards no 2 alike. Samples chromo reward cards, and price list school supplies free by mail. A. J. FOUCH, WARREN, PA.

LINE PRESENTS

FOR

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NORMAL GRADUATES

years under the most expert guidance of a Normal faculty and then must await the action of boards of education to determine the wisdom or folly of its course. Imagine the impressiveness of the occasion when the great body of laws enacted by the State for the professional training of teachers are, in part, rendered of no effect by an educational quintette sitting in session in some back-woods county.

LITERARY NOTES.

A NEW BOOK ON CLAY MODELING.

A teacher of experience once said: "The universal passion in children to mold dough, mud, snow, etc., and everything he can mold, into cookies, fruit and every conceivable thing, ought to secure to all in mature years the ability to make what is made to some extent artistic. As an aid to teachers in the systematic cultivation of this faculty in children a new book has recently been issued from the house of the Milton Bradley Co. (Springfield, Mass.) The author, Ellen Stephens Hildreth, is in harmony with the latest educational methods on the subject, and presents a book which is a complete solution of the question

asked by many teachers as to the means which must be adopted that they may keep up with the times in this work.

The lessons are arranged in seven series. The first of these treats of the sphere, hemisphere and circle, and typical objects, sugar bowl, globe fish, toadstool, Nellie Bly cap, sewing basket, etc. In order follows lessons on oblate spheroid, prolate spheroid, ovoid, cone, cylinder and cube their modified forms, and the many typical objects based on these forms.

The book is very helpful and should be in the hands of every teacher.

(76 pages, paper covers, fully illustrated, price 25c. Milton Bradley Co., Springfield, Mass.

TWO NATURE READERS.

"Nature Stories for Young Readers,"

APPLETONS' LIBRARY LISTS Graded Lists for School Libraries, and Typical Lists for teachers, students, and readers' reference. Should be in the hands of every reader and book-buyer in the land. **SEND FOR THEM.**

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by M. Florence Bass, and "Leaves and Flowers" or Plant Studies for Young Readers, by Mary A. Spear, are the names of two little books recently issued from the publishing house of D. C. Heath & Co., Boston. They are compiled with an aim to make reading interesting, and as a means, contain simple lessons on nature. Concerning the superiority of readers compiled with these ideas in mind it is not necessary to speak, for they are fast superseding the old-style readers in all our schools. The books may be used as supplementary to other readers for first and second year pupils.

(Illustrated, 100 pages. Board covers, mailing price each 30 cents. D. C. Heath & Co., Boston.)

Houghton, Mifflin & Co., (Boston, Mass.) have recently added to the popular Riverside Literature Series a school edition of Shakespeare's Merchant of Venice, edited by Samuel Thurber,

Master of the Girls High School, Boston. Paper, 15 cents.

Worthington's Illustrated Magazine, a monthly journal for the family, promises to take an honorable place among our many good magazines. The first number will appear in Jan. '93. In the prospectus we find among its contributors the names of such authors as Mary A. Livermore, Olive Thorne Miller, Sara A. Underwood, Dr. Francis E. Clark and others. The journal will undoubtedly meet with success for there is a wide field for it. Subscription, \$2.50 per year.

FAMOUS WRITERS.

Gray published his "Elegy" at thirty-

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four. It is said to have occupied his time for seven years.

G. P. R. James began novel writing at seventeen, with a series of stories called "Strings of Pearls."

Mrs. Hemens wrote poetry as soon as she could write at all, and published her first volume at fourteen.

Macauley was forty-seven when he began the brilliant fragment known as the "History of England."

At the age of forty-one Milton issued the "Paradise Lost," which had been in preparation for twenty years.

The "Marco Bozzaris," the poem by which Halleck is best known, appeared when he was thirty-seven.

Mrs. Somerville was fifty-one when her "Mechanism of the Heavens" appeared from the Cambridge press.

Jules Verne was thirty-five before he turned his attention to scientific fiction in "Five Weeks in a Balloon."

John is said to have written the Gospels which bear his name at sixty, and the Book of Revelations at ninety-five.

"London Assurance," the first play of Dion Bouicault, was put on the stage when the author was nineteen.

THE RED PENCIL

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In November's P. C. T.,
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For the annum '93.
To the few who forget their subscription
We'll offer another prescription,—
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Can disperse their lethargy,—
We'll chance a wrong diagnosis
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A pill full of poetry.

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The Pacific Coast Teacher

Vol. II.

JANUARY, 1893.

No. 1

THE STATE EDUCATIONAL ASSOCIATION.

An Excellent Program, well presented.—Stockton the Next Place of Meeting.
Officers for '93.

THE late Educational Convention at Fresno was a very satisfactory one throughout. These association meetings as a rule lack snap. Fresno for that reason had a good influence. As to what will be the condition of the association after the Stockton meeting next December remains a matter of conjecture. The following is the program of the last meeting:

"Practical Physical Culture," Miss Ida M. Windale, Fowler; "The Teachers' Relation to the Public," D. A. Mobly, Stockton; "School Hygiene," Thomas D. Wood, Palo Alto. This was followed by a general discussion.

"The Mission of our Common Schools," Charles E. Hutton, Los Angeles; "The Shadows of our Profession," George D. Ostrom, Santa Barbara; "The Common School Course of Study; Its Duration and Vitality," Joseph O'Connor, San Francisco; discussion. D. M. Delmas, lecture on "Education."

"Literature in Grammar and Primary Schools," Charles E. Markham, Oakland; "The Kindergarten as an Educational Factor," Mrs. Sarah B. Cooper, San Francisco; "The Question of the Course of Study," Herbert Miller, Marysville; discussion.

Normal and High School Department Melville Dozier, president. Discussion, "What should be the mutual relation of the High school and the university?" David S. Jordan, Palo Alto; J. B. McChesney, Oakland; Martin Kellogg, Berkeley; Miss E. A. Packard, Los Angeles.

Discussion, "What should be the relation of the Normal schools to the High schools and to the universities?" Elmer E. Brown, Berkeley; C. W. Childs, San Jose; S. D. Waterman, Berkeley; Earl Barnes, Palo Alto; E. T. Pierce, Chicago; Mrs. R. V. Winterburn, San Diego.

Discussion. "What are the essentials of the different courses in the High schools?" English, M. B. Anderson, Palo Alto; classical, E. E. Lange, Berkeley; scientific, John Dickinson, Pasadena. "Should Normal school diplomas entitle the holders of certificates to teach?" (a) "How would this affect the Normal Schools?" Ira Moore, Los Angeles; (b) "How would it affect the common schools?" J. W. Anderson, Sacramento.

Department of supervision, W. W. Seaman, president.—Discussion, "County Supervision: What does it include?" Mrs. F. McG. Martin, Santa Rosa. "Written Examinations: To What Ex-

tent Should They be Employed to Determine Promotion in Our Public Schools?" A. E. Baker, Los Angeles; "Teachers' Examinations: Should There be a State Board of Examiners to prepare Questions and Review the Work?" Eli F. Brown, Riverside.

"Practical Education: What Is It?" Charles H. Keyes, Pasadena; "City Course of Study—How Harmonize the Interests of Pupils Whose Schooling Ends at Different Points, Primary, Grammar, High School and University," Madison Babcock, San Francisco; "How Can Closer Relations be Established Between Boards of Education, Trustees and Superintendents to the End that the Teacher's Position be More Fraternal?" J. W. Linscott, Santa Cruz; Discussion.

"Power that Should be Given to the City Superintendent," T. L. Heaton, Fresno; "Do Visits of Inspection Have a Permanent Value? How Should the Record be Made?" S. T. Black, Ventura; "The Business Department of the County Superintendents, Its Importance," Job Wood, Jr., Salinas; Discussion.

General sessions—"Some Points of Contrast Between Organic and Human Evolution," Joseph Le Conte, Berkeley; "California as a Field for Teaching Elementary Botany," Miss Alice J. Merritt, Los Angeles; "Science Teaching in High Schools," Fernando Sanford, Palo Alto.

(Election of officers, 1893; reports of standing committees; miscellaneous business.)

"The Needed American Education," Hamilton Wallace, Grass Valley; "The Relative Values of Subjects Pursued in the Public Schools," Washington Wilson, Chico; "The Public School the Safeguard of the State," Mrs. Sarah B. Cooper, San Francisco; "The Study of the Pedagogic," Elmer E. Brown,

"Poetry and Modern Life," Melville B. Anderson, Palo Alto; Resolved, That a law should be passed requiring city and county boards of education to grant grammar-grade certificates to holders of diplomas granted by California State Normal schools—George R. Kleeberger, San Jose; "Place of Christian College in the system"—C. G. Baldwin, Pomona; report of committees; miscellaneous business; adjournment.

OFFICERS FOR '93.

President, T. J. Kirk of Fresno. First Vice President, Mrs. F. McG. Martin, superintendent of Sonoma county. Second Vice President, George Goodell, superintendent of San Joaquin county. Treasurer, G. A. Merrill, principal of Cogswell Polytechnic Institute, San Francisco. Secretary, J. P. Greeley, superintendent of Orange county.

STATE TEXT BOOKS.

The committee selected at the Riverside convention for the purpose of examining the resolutions offered by J. G. Jury condemnatory of the State text books, reported favorably to the resolutions, and therefore in accord with the popular sentiment among teachers. J. G. Kennedy was chairman of the committee.

HIGHER EDUCATION.

The following sayings gleaned from Dr. D. S. Jordan's address at Fresno deserve a wide circulation. They are educational proverbs with which all should be familiar. The *Fresno Expositor* said: "The address of Dr. Jordan was fine, dealing in many elements of knowledge that enter into the make up of men. The applause from the audience was proof that the splendid address was appreciated."

Do not waste a \$50,000 education on a

ent boy. Fools will come out of
age about as they go in.

n education enables the man to face
great problems of life seriously. It
orth 10 years of a man's life to know
truly great man. The associations
a fellow students often amount to a
t deal of good with young men.

any a great genius has risen and de-
pped in solitude.

he college intensifies the individual-
of the man. It raises his natural
ers from the first to the second or
d degree, as measured in mathemat-

does not hurt a young man to be
itious. It helps him to rise, to be-
e what he admires. Nothing is im-
ible for the man who has the will.

here is no greater blessing for a
ng man in this country than to be
own upon his own resources. He has
advantage. He knows the value of
y dollar. It is no advantage to be
d with a silver spoon in your mouth
en a little effort on your part would
re you a gold one.

man can have no nobler ancestry
a men and women who have worked
a living.

you cannot get an education in four
s take ten years. The world will
t for you and keep a place for you.

is wrong to put a \$50,000 education
50-cent boy; but it is far worse to
a 50-cent education on a \$50,000 boy.

this is what some people are doing
their boys.

ake your system of education such
a great man may be formed by it,
the great man will appear.

college education will pay from a
cial standpoint; but the educated
does not look upon his learning as
able only from the amount of money
can make out of it. It increases pa-
ism, hope, courage, manhood.

The grand free school system of the
United States is working its way into
every corner.

American statesmanship is far beneath
the statesmanship of Europe. We have
none who compare with Gladstone or
Bismarck.

The training of the individual is a
great help to the mass.

There are to-day 50,000 boys in Cali-
fornia. Which of these is to be the
great Californian of the future? The
future leader is among them.

In the whole world there are not so
many frauds and shams in the schools as
in America. The catalogues read like
advertisements of patent medicines,
ready to cure all the ills that flesh is
heir to.

EDUCATORS PRESENT.

Among the many present who have
distinguished themselves in Pacific Coast
Education were the following: Supt. J.
W. Anderson, Pres. Martin Kellogg, Jo-
seph Le Conte, Pres. D. S. Jordan, Prof.
C. H. Allen, J. G. Kennedy, C. W.
Childs, Prof. G. R. Kleeberger, Dr. Eli
F. Brown, Prof. T. D. Wood, Hamilton
Wallace, F. M. Campbell, C. H. Keyes,
J. McChesney, W. M. Friesner, T. J.
Kirk, R. Anna Morris, Mrs. Sarah B.
Cooper, H. J. Baldwin, Mrs. F. McG.
Martin, Chas. E. Markham, E. E. Brown,
Prof. Earl Barnes, Ira More, Job Wood,
and others.

Stockton was selected as the place of
meeting in December '93.

The hope of all who suffer,
The dread of all who wrong.—*Whittier.*

God is ever drawing like towards like
and making them acquainted.—*Plato.*

The path of duty lies in what is near,
and men seek for it in what is remote.—
Mencius.

KINDERGARTEN AND PRIMARY DEPARTMENT.

Devoted to the Psychology of Childhood, Scientific Study of Children, and Kindergarten System and Its Application to the Public Schools.

Edited by MR. C. H. MCGREW, Secretary of California School of Methods, and Principal Professional Training School for Kindergartners and Primary Teachers.

All communications for this department should be addressed to MR. C. H. MCGREW, Box 925, San Jose, Cal.

LAWS OF CHILDHOOD.

FOR convenience and clearness in studying the Laws of Childhood, I have grouped them into Biological, Sociological, and Psychological Laws. Although there is no law of life that does not partake to some extent of the characteristics of all these groups, and yet in the main it bears more directly upon one of these phases of life than upon the others. In the last issue of the TEACHER I treated briefly the remaining Biological Laws. In this I wish to present in a simple way.

THE SOCIOLOGICAL LAWS.

1. *The Law of Coordinate Activity.* This law follows closely the law of heredity which endows with tendencies. It is simply the expression of the forces of life in physical, mental, moral, and social action. The life principle is spontaneous in its many activities, and in order for the child to develop and accomplish his mission in life, his activities must be *coordinate*. *First in and with respect to himself*, and *second to and with respect to others*. The first activities of the little child are spontaneous, random, and largely of a physical nature. But as the child develops and learns to coordinate its life forces, its activities are more mutual and spiritual, and social.

Let us dwell for a moment upon the *coordinating* of the life forces and note how it is done. A newly born babe can not roll its eyes, or move its hands or feet together, or do the thousands of things that it afterwards learns to do through its own experience in manifesting its activities. By and by it learns through countless efforts to move and find its eyes as one, to move its hands in unison, and to use its feet together in walking. Its physical organization, nervous and muscular endowments show us beyond all doubt the coordinate action in and with itself is a fundamental law of its being. By this it gains possession of its body, its organs and limbs, and learns to control and use itself in the most perfect manner. Now it must learn to coordinate its life forces to and with respect to others. This follows as a higher phase of the law of coordinate activity. In a word the life forces must be educated morally, spiritually and socially. The child must be developed as a moral and social being. This brings us to the widest manifestations of the forces of life. The child must learn here also by experience to move with and for others, to adjust his life and activities to those of others, and in a word, while being complete individual within himself also to form part of the social group.

the home, kindergarten, school and community. It is in this phase of life will find his highest development and fulness.

This law of coordinate activity varies greatly in different nations, communities and individuals. The causes of its variation are many, such as temperament, physical and mental endowments, personal organization, education, training, habits of life, climate and food. In the school room we observe much the same condition of activity among the children. We see among men and women in practical life. We find there the child who is very active, the one who is constitutionally lazy, the one with large mental endowments and little activity, the one with small endowments and great activity, the one who has not scarcely learned to roll his eyes, move his hands and feet together, much less to coordinate his energies with respect to others. Now what does all this teach us? It teaches that the child is an undeveloped and untrained being, and we must develop and train him through his own experience directed to the end of coordinate activity *himself and to others*. And the method of system of education best adopted to this end is the kindergarten system and its application to the school. Not until the kindergarten was given to the world was this law of childhood recognized. Since we have manual training, industrial and art education, physical training, gymnastics and applied science, all as more advanced expressions of the same law in education.

1. *The Law of Environment.* Closely connected with the law of activity is the law of Environment. In some respects it seems even to come before the law of activity. It arises from two conditions: first, that the child is a sensitive being and second, that the child is a sensitive being and second

and that surrounding the life of the child are thousands of other objects and forces that impress themselves upon his plastic growing nature. All life is impressible—human life the most, and child life to the greatest degree. Every living organism has a tendency to take on the characteristics of its environments, and become like them. Plants and animals represent in a remarkable degree their environments. Whenever the conditions of life are satisfied most perfectly, the plant and animal are most perfect. Good soil, proper warmth and sunshine, and moisture and a genial atmosphere go far in the development of perfect plants. And good food, proper shelter, and a congenial atmosphere, and proper care and exercise go still farther in developing a perfect animal. In a still more remarkable degree the same is true with man. Man not only becomes like his environments, but he has the power to react upon them and thus change and modify his environments. Thus man has a natural and artificial environment. The natural environment includes all the forces of nature that act upon his life. The artificial includes the conditions of art and civilization in which man lives, and with most human beings has the greatest influence over their lives. Civilization is largely an artificial environment.

But the little child differs from the man in two respects. His power is very limited to modify his environments, making him almost completely a creature of them. Then the natural environment influences his life more than the man who has grown artificial by habit and education. The little child is fresher, more natural and more truly a child of nature than the man. Whatever may be our lives we are never so near the great heart of Nature as in childhood. Others must modify the environment of the child

largely. This is the work of the home, kindergarten and school. In its broadest sense, this means nature and education. The environment of the child, be it good or bad, probably influences its life and destiny more than any other agency except heredity. When environment and heredity both work in the same direction, they exert a powerful influence over life. Add to the combined influence of these, the power of education, and we have the great factors that make saints or devils, of human beings. In the greatest and noblest characters, and in the worst and vilest criminals we see these three factors meeting and blending to produce the result.

REPORT OF THE GOLDEN GATE KINDERGARTEN ASSOCIATION.

The Thirteenth Annual Report of the Golden Gate Kindergarten Association appeared early in December, and is filled with interesting matter pertaining to the work of that association. The report also contains much interesting matter pertaining to other kindergarten work in the city, and an outline article on the last session of the California School of Methods, giving the names of the instructors, and the teachers and kindergartners enrolled as well as the principal features of the session. A large edition of the report has been printed, and many of them will be distributed at the World's Fair.

The report shows the remarkable growth of that great work. During the year three new kindergartens were opened, all memorial kindergartens, making thirty-five kindergartens under the Golden Gate Association. Fifteen are memorial kindergartens, and eighteen are permanently endowed.

Teachers and people generally little realize the magnitude of this great work. The total number of children enrolled in

these kindergartens during the year is 3108. This is about as many children as are instructed in all the public schools of the city of San Jose. There are some twelve or fifteen counties in California that have not as many children enrolled in their public schools respectively as are instructed in the Free Kindergartens of the Golden Gate Association. And this association contains only about half of the free kindergartens in San Francisco and Oakland. Another comparison showing the magnitude and importance of the work is the association is educating in its field almost as many children as are instructed in the whole State of Nevada with all its State and County machinery. And this kindergarten training is given at the remarkable low cost of about \$8.35 per child annually—only about one third of the cost of public school instruction per child in Nevada and California. Nor does this comparison include the scientific and artistic value of the work in kindergarten and public school, which the ablest educators every where enthusiastically admit to be much in favor of the kindergarten. The work in the average public school is crude, and is much inferior in scientific and artistic teaching to that of the kindergarten.

One of the most interesting features of the Report is a tabulated statement of the growth of the kindergartens during the last thirteen years. This shows that 14,346 children have been enrolled and instructed in the Golden Gate Kindergartens. Mrs. Cooper, the President of the Association and leader in this great work says: "These children were from sixteen months to seven years of age. Think of it. Enough to make a good sized city, when grown to manhood and womanhood!"

All this great work has been carried

by free contributions from the good people of San Francisco and California. It has not cost the State one cent. But how can we compute its value to the State citizenship, in moral and intellectual training and in civilizing and humanizing influences? It does not take a prophet to see that if this great work were not done these same 14,000 little neglected needy and untrained children would in twenty years, when grown to barbarous men and women, destroy the peace and menace the peace and prosperity of the State. It would be an exceedingly wise policy on the part of the State, rather those who have its administration in hands to stop the robbing schemes and raids of political hacks and sharks from the treasury, and appropriate such funds to the use of making future citizens in the free kindergartens. It is much cheaper and cheaper, and very much more humane, to educate a little child in the kindergarten at the trifling cost of \$10 per year, than it is to keep a criminal in the State penitentiary at the cost of \$350 or \$400 the same time. Believe if the child is properly educated he would be a productive citizen and might be worth millions of dollars to the State.

KINDERGARTEN NEWS AND NOTES.

Mr. L. H. Allen, editor of the *Kindergarten News*, Buffalo, New York, has compiled a directory of kindergartners. It contains nearly 1500 names of verified professional kindergartners and much other matter of special interest to kindergartners and teachers.

Along with the opening and introduction of twenty kindergartens into the public schools of St. Paul, the Board of Education have opened a training school for kindergartens and teachers, and have connected with it a model kindergarten

for study and illustrated work. This is a move in the right direction. Such a training school under the leadership of a broad-minded, scientific and practical teacher is worth more to the Science and Art of Teaching than a half dozen of the average chairs in pedagogics as they are usually filled. We believe these chairs are great forces in educational progress when *properly filled*. But we note the great majority of such chairs in the last fifteen years have either been filled by worn out preachers or empirics in education, and but a small amount of good comes from them, as compared with what might if they were filled with liberal, scientific and vigorous minds.

Milwaukee is one of the most progressive cities in the East in kindergarten work. The work is carried on there as a philanthropy, in connection with industrial schools as a basis for manual and industrial training, in the public schools, and in the City and State Normal School. Wisconsin has an excellent State law providing education for children in the kindergarten as early as four years. This is a strong stimulus and encouragement to introduce the work into public schools.

Miss Anna M. Stovall, the instructor of the Golden Gate Kindergarten Training School is probably the most natural and artistic kindergartner on this coast. As an instructor in the science art of the kindergarten she has few equals. She is conscientious, sacredly devoted to her work and classes, and has a rare insight into the psychology of the child and the system. She has recently had the *Laws and Principles of the Kindergarten System* as formulated by Prof. C. H. McGraw printed on the typewriter so that every member of her class could have a copy for personal study. There are twenty-

five of these Laws and Principles, and Prof. McGrew has been years analyzing the system and formulating them. They form the basis of all his training school work. Miss Stovall is determined her graduates shall be able to do more than sing a few songs, say a few common places about Froebel, and weave a baby mat.

A new class in a two years course in the Professional Training School for kindergartners and primary teachers in California School of Methods has been organized. This makes three classes now organized in this growing school—a Junior, Senior and Post Graduate. During the last year forty-four students and teachers have been enrolled in these three classes for kindergartners and primary teachers. This does not include the enrollment of 65 teachers and kindergartners in the Summer Schools. In both departments in the California School of Methods for the year the enrollment is 109 teachers and kindergartners. This is an excellent record for an institution only two and a half years old. The secret of it is professional and scientific training fully up to the times. True professional and scientific training of teachers is the greatest educational need of our times.

PHYSICAL EDUCATION.

BY R. ANNA MORRIS.

(Continued.)

The work of physical education is not an imposition, on the contrary, it is a blessing to every teacher, who ought to hail with delight every good thought brought forward on the subject! When I hear a sunken chested, limp-muscled, heel-gaited teacher say: "I'm introducing physical culture into my school," I

think, Oh, physician heal thyself, before you stand as an example in the presence of the children. If you are only willing to pay the price of practice you can do much to build your body up into strength and good form even in middle life. "The period of body training is not limited to youth but lasts as long as you inhabit your body." I believe that a teacher should possess something of righteousness—something of intelligence and much of physical wholesomeness. She should possess strength and self control sufficient to carry herself with ease and personal dignity before her school.

And from the standpoint of strength and carriage, good health has a moral bearing upon the character of the teacher. 'Tis true that breathing will cure anger, few people know how to breathe as deeply and fully as they should. Weak muscles and poor nerves cannot easily command the virtue of patience, cheerfulness and firmness so needful to the profession. 'Tis not enough to be able to "go through" a series of mechanical evolutions with wands and clubs, but the principles of physical development, muscle building, nerve training and hygiene must be understood and the practice taken hand in hand with science. All teachers should understand that part of physical culture which bears on training the vocal organs. They should know enough of voice training not to ruffle the temper of the children and injure their voices. The bearing, the vitality, the carriage, the tones of one who goes in and out before the students each day is a great silent teaching. The presence of a teacher sometimes instead of radiating light and good cheer, hangs over the children like a mantle of darkness. It does make a difference how you stand before me.

"What is the best system of gymnastics

our American schools?" is the question in the minds of our leading thinkers. It surely do we want a system that is based upon scientific principles and has the quality of conforming to the needs of the rising generation, from the kindergarten to the college. Such a system is the progress of evolution and compilation and will be built upon the study and practice of our best thinkers and teachers. We want a training that establishes the physical possibilities in each individual and leaves no muscle undeveloped, that will compel the blood to circulate strongly in the weak parts of the body and well teach the children how to eat correctly.

We want a training that will insure prevent disease. Physicians bear testimony to the fact that a large portion of sickness and death is dueable to the ignorance of such common laws of health as should be drilled into the minds of every school pupil.

We want such teaching as will make fitness, control of the body and good manners habitual. We want a training that will teach how to eat and dress more in accordance with nature's laws. It is natural to be healthy and there is no reason why the most intelligent animal should suffer the most from bodily pain. We wish that we might have a school system suited to the promotion of health, trained for utility and comfort; one that would laugh at the fads and follies of fashion, and be fitted to the natural form of the body to hang from the shoulders and not press the stomach and contents of the abdomen down out of their natural position. We want a training that will develop strong healthy bodies and store up a large quantity of reserve force for after use. Dr. Rice in "The Popular Science Monthly" for July recommends physical exercise and says: "If we assist the or-

gans during childhood when they are weak,—not only will much be done to restore good health during this period, but the age of maturity will be reached with a well developed body, and good health to a considerable extent will be assured through life. We want such exercise as will co-ordinate body, mind and soul. A physical education that shall bear its part in the *true education of the entire being!* which means the development and liberation of all our powers—mental, moral, physical. I believe that the complete development of a triune nature is the grand design of a triune God. When the physical passes from the slavery of weakness and awkwardness into the freedom of strength and personal control, then the individual comes into nearer kindred with the Divine. In harmony with the moral instincts, it is every christian's duty to take care of his body. We are commanded to glorify God in our bodies as well as in our spirits and not to defile the temple of the soul.

We appreciate genuine exercise, we want honest, genuine muscle building and nerve co-ordination, but we do not believe in such exercises as too strongly compel the attention and tax the will; prolonged attention fatigues the brain, over-develops the nerve centres and destroys the beneficial effects of exercise on the muscles.

The harmonious cultivation of the nerves and muscles cannot be separated, as the motor part of the brain can only attain its full vigor when the body is in a healthy condition.

There is danger of gymnastics being too severe and entirely over-throwing all good effects, and just here the relaxing and recreative exercises have a place. Don't say to the child "Be still." But by recreative and educative exercises train his little body into self-control.

Remember his blood is warmer and circulates faster than yours, he needs an outlet for his superabundant animal life. Before this habit of wasting the vital forces becomes fixed, he should be taught how to rid himself of this nervous strain; then when he has once learned the lesson of "letting go of himself," as it were, and feels sure that his head and feet will stay on without watching, he is in a possession of a knowledge that will be a blessing to him through his entire life.

Our overworked American people and especially the teachers, need to know the secret of resting the muscles and freeing the tired nerves when they are not in use.

Hon. W. T. Harris says: "The great need of pupils is relaxation; the pupil needs to stretch his cramped muscles and send the blood in torrents through his limbs, which become torpid from unuse. The pupil is in want of fresh air and of deep inflation of the lungs that exercise in the open air gives. He ought to use his voice too. The reformers propose to throw open the windows and let in fresh air; they will have a system of well-devised movements which will give the needed circulation of the blood, etc."

He admits that gymnastics serve as a good place in the school room but says "the chief demand upon the pupils in calisthenics is a requirement of him to strain his attention and exercise his will. It is a will-training to a greater extent than a physiological training. The instructor's best service is to be along the line of enlightening the student who is on the verge of nervous prostration how to build anew his nerves."

Mr. Harris says this in defense of out-door recess—because they are being displaced with a kind of gymnastics which is even taxing—just at the time when rest is needed. Believing, as we do, that out-door recesses are productive of

more evil than good from harmful associates, violent and irregular exercises, indiscriminate racing and shouting—we have given this phase of the work especial attention, and would suggest recess recreation instead of recess gymnastics. The windows can be thrown open while the pupils engage in full deep breathing, recreative marching; they can practice chinning on the horizontal bar, suspended in the cloakroom door, or they can exercise on the vaulting bar; they can engage in the "Tug of War;" "chest dipping," by pushing on the desks, and best of all in the "relaxing exercise" all of which affords cheerful recreation.

A student who is correctly trained will never come to the verge of nervous prostration; therefore we will not in the future need the restorative exercises that Mr. Harris suggests.

ASTRONOMICAL ITEM.

Prof. Snore, of Columbia college, is a heavy built man of slow movements, whose personal appearance is suggestive of a bear. He is also in charge of the astronomical department. Meeting student Anjerry the professor said:

"Thomas do you take an interest in the movements of the heavenly bodies?"

"Yes professor, I like to look at the stars once in awhile."

"Well, if you want to observe the movements of the Great Bear come to my room to-night. I'll be in."—*Texas Siftings*.

You are convicted by experience that very few things are brought to a successful issue by impetuous desire, but most by calm and prudent forethought.—*Thyridides*.

A ruler who appoints any man to an office when there is in his dominions another man better qualified for it sins against God and the State.—*Mohammed*.

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THE week preceding Christmas has been set apart in the calendar of the San Jose State Normal School Alumni week. The Alumni Association, composed as it is of nearly two thousand graduates, ought to have a tell-influence upon the education of the state. The fact, that the surest way of gaining this influence is by united effort on the part of teachers, has led to the setting aside of this week for the discussion of important educational problems, as well as for happy reunion.

The first meeting of the Alumni Association opened Tuesday, December 20th, and closed Thursday, December 22d. Briefly, a general review of the proceedings is as follows:

On Tuesday evening the graduates were tendered a reception by the Senior Class.

The time from 9 A. M. until noon, Wednesday and Thursday, was spent in the new training department or in the Normal, observing model lessons or the regular class work.

The afternoons were given to association work proper—addresses, discussions, and reports from the various counties of the State.

Wednesday evening, representatives from our two universities at Berkeley and Palo Alto, enlightened the association as to the opportunity for higher education for teachers.

That this, the first gathering of the members of the association, was a success, is very true. Over one hundred and eighty accepted the invitation sent to them, and the spirit of loyalty to their Alma Mater and the interest shown in the work of the week are evidences that many are making "teachers" of themselves, not merely "school-ma'ams" or "school-masters" as the case may be. Let us make this association a power in the State.

ONE of the most delightful receptions ever held in the Normal was that given by the Middle class on Friday, December 16th. The guests were charmingly entertained by the classes, who had done everything in their power to make the reception a success. The corridors were prettily decorated, red and gold being the prevailing colors.

The principal feature of the evening was a Christmas tree for the Faculty, and upon this tree were gifts, not strikingly beautiful, but "gloriously" suggestive. Santa Claus' speeches caused no small part of the merriment of the hour. Dancing followed the distribution of the gifts, and all were sorry when good nights were said, and the Middle reception was a thing of the past.

What men want is not talent, it is purpose; in other words, not power to achieve but the will to labor.—*Bulwer*.

SCIENTIFIC

CONCERNING CONTINENTS.

G. R. K.

In the study of every subject there are certain "units," or conceptions, that form starting points from which to carry on investigations, and centers around which to arrange systematically the knowledge acquired. What these "units" shall be for each subject requires the exercise of discriminating judgment based upon accurate and wide knowledge. They should be not only simple in themselves and easily comprehended, but they should bear an easy and logical relationship to all other essential facts pertaining to the subject under consideration. The success of every teacher will depend in a large measure upon the selection and development of these "unit" conceptions, and the skill with which the minds of the pupils are led to discover for themselves the chains of facts that radiate from these centers.

The "unit" of geography is the continent, and it is the purpose of this article to consider what conception of a continent will be most valuable.

"A continent is a large body of land almost or entirely surrounded by water" is the word picture ordinarily presented to the learner. The mental picture that arises from the above definition is a very meager one. North America is simply a large body of land almost surrounded by water; and with this indefinite conception of the "geographical unit" as the basis, the effort is made to "do" geography by teaching in detail isolated facts pertaining to rivers, mountains, lakes, seas, gulfs, bays, capes, peninsulas, islands, and cities. So far as concerns its efficacy in giving a definite geographical conception, Santa Clara Valley

might as properly be defined as a body of land *not* surrounded by water.

Every portion of the earth's surface, like every person, has its individual characteristics. In forming a mental picture of any section of country that one has seen, the mind naturally recalls the prominent surface features which taken together constitute the topography of the country. For instance, Santa Clara Valley is a comparatively level tract some twenty miles wide and some fifty miles long, enclosed, or bordered, by mountains on the east and on the west, and sloping from Pacheco Pass to San Francisco Bay.

The topography of a continent is somewhat similar, but upon a larger scale. North America has a great plain region extending from the Gulf of Mexico to the Arctic Ocean, and bordered by the Pacific Highland on the west and by the Atlantic Highland on the east; and this great interior plain slopes northerly and southerly from the Height of Land. South America has likewise a great interior plain, extending from Patagonia to the Caribbean Sea, bordered on the west by the Andes and on the east by the mountains of Brazil and the Plateau of Guiana; and this plain is also divided into northerly and southerly slopes by transverse low divides. Africa and Australia consist of great interior plateaus almost completely bordered by mountains. Even Eurasia, with all its irregularities, is built upon the same type,—a great plain, reaching from the Atlantic north-easterly to Bering Strait, and bordered upon the northwest by the Scandinavian Mountains, and upon the south and east by the great Eurasian Highland that extends from Spain to Bering Sea.

It is apparent then that the conception of a continent may be expanded beyond that of "a large body of land almost

entirely surrounded by water," for there is a fairly definite arrangement of the highlands and lowlands that is common to all of the continents. The first mental picture that should be formed in the study of a continent should be of its topography,—the relative position, direction and elevation of its highlands and the relative position and extent of its lowland regions. A continent is a body of land almost or nearly surrounded by water, and consisting of a great plain region, more or less completely bordered by highlands. Nearly all other important facts of geography depend upon the topography of the continents; and, consequently the above conception forms a standpoint of great advantage from which to begin to learn the details of geography.

First,—the bordering highlands of continents diverge to the north, thereby giving continents their triangular shape with the apex pointing southerly. Moreover, the bordering highlands are in general parallel to the adjacent seashores, and hence roughly indicate the outlines of the continents.

Secondly,—important capes are the projecting ends of highland systems, and a peninsula is generally a portion of a mountain range projecting beyond the coast line of the continent, and nearly all of the islands of the world are partially submerged mountain chains, and are either a continuation of, or are parallel to, the mountain ranges of the adjacent continents.

Thirdly,—great rivers drain the slopes of the highlands and the intervening plains, and consequently the great river systems of the world,—the Mississippi, the Mackenzie, the St. Lawrence, the Amazon, the Orinoco, the La Plata,—lie in great valleys, or basins, between the great highland systems. Seas, gulfs, and bays are but the lower end of river

valleys, submerged by an arm of the ocean; and each is partially enclosed by the same mountain systems that border the river basin of which it is the end.

Fourthly,—the rich soil of the valley regions of the world is brought by rivers from the highland, mill wheels are turned by rivers upon the highland slopes, and rich mineral deposits usually occur only in mountain regions; hence a close relation exists between the topography and the industries of a continent.

Fifthly,—the mountains intercept the moist ocean winds, and thereby cause abundant rains and fruitful fields upon this side, and arid wastes and rainless deserts upon that. Thus indirectly the topography of a continent determines where prosperous and powerful nations shall arise, where populous and wealthy cities shall grow up, and where the greatest progress shall occur in government, religion, education, and in all the industries, arts and sciences of civilization.

Considering the great importance of the highlands, it follows that continents should be so taught and studied that their topography shall be made to stand out in bold relief; and, whatever method is adopted, the aim should be to so stimulate the imagination of the learner that such a conception must result.

THE SCIENTIFIC HOUSEWIFE.

ADELLA DWELLEY.

"What is the use of women's studying science anyway? Of course, if they intend to follow some profession it is all very well, but the ones who marry and settle down in homes of their own, have, to my mind, no earthly use for these things, and had far better devote their time to learning how to keep house."

The substance of the above is often heard, and the housekeeping of our

grandmothers as often held up as a pattern for the present generation. While I am quite willing to concede that those worthy women were, in many cases, models of thrift, economy, and wisdom, I also hold this to be true; that the change in the manner of living during the past century has called for a corresponding change in the views and plans of the housekeeper, and if one of our grandmothers could be placed in any well ordered home of the present day, city or country, she would find herself as inefficient as are the majority of the girls, who, fresh from school, assume the care of homes of their own.

But to return to the question. Is it of any use to teach science to girls who do not expect to follow a profession as a means of earning their livelihood; to those who are to be the wives of the present, and the mothers of the coming generation? Let us follow one of the "learned maidens" for a few years, and see how she uses her knowledge.

First, in planning her home, for she will consider sunshine essential, for she well knows its value in destroying germs of disease, as well as in making the house cheerful. Next, she will look to proper drainage; not only from the waste pipes, but of the ground on which her "castle" is to stand. These two points satisfactorily settled, she will plan for the convenience as well as the beauty of her home, and wisely combine the two. Her pantry, with all the bins and boxes, shelves and closets, so dear to the housewife, will be, not in a remote corner next the woodshed, but between the kitchen and the dining room, and its largest closet will open into both diningroom and pantry. The kitchen sink will be near the pantry door, so that heavy piles of dishes need not be carried across wide rooms, straining the back and arms of

the dishwasher, to say nothing of the needless steps taken in so doing. Our housewife appreciates her good health, and knows how to keep it.

The rooms will all be provided with means of ventilation without draughts; this will be emphatically true of the sleeping rooms, for if there is a part of the house that needs special care in this respect it is the bedrooms. Means for heating all the rooms must also be devised. An open fire? By all means, in the sitting room at least, but she will not have it opposite a window, particularly if she has arranged an inlet for fresh air at the top of that window. The open fire does not heat the air that is to be breathed, while by its consumption of oxygen; it creates draught enough to free the room from the poisonous carbon dioxide given off by the lungs of the occupants. Then for cheerfulness the open fire is preferable to any other manner of warming a room.

She will furnish the house (depth of purse taken into consideration) in accordance with the climate, the use, much or little, of the various rooms, and the principles of hygiene. There will be none of the huge featherbeds of our grandmother's days, to grow musty and dusty, no haircloth furniture, shining and slippery, purchased "because it is so durable," no heavy draperies to gather dust and poisonous disease germs. She will use much firm, close matting, because it can be kept fresh and clean, and over it she will have rugs. She knows that willow furniture, though costly at first, is cheapest in the end, and with cushions may be made as comfortable as the finest upholstered sets, while it can be kept free from the dust that the latter will accumulate, despite the best of care.

Her table will be carefully furnished with the food best suited to the season of

ear and the individual needs of the body. Knowing the chemistry of food, nitrogenous, the carbonaceous, the phoric, the acids and the alkalies, the proportion of each suited to the physiological needs of the human body, will be able to adjust the supply to demands, and provide the exact food for the brain worker, the manual laborer, the semi-invalid and the grow-child.

She will have no heavy, indigestible puddings, dumplings, or biscuits, she knows what makes them light, as well as why they should be light, and by her knowledge. Neither will she have soggy, water-soaked vegetables, or dry, dry steaks and roasts, because she has learned how these things are made as food, and how they may be made worse than no food; so at her table will be found the necessary elements for the proper sustenance of all parts of the human body.

Her clothing will be adapted to the climate, the free action of her heart and lungs and the unfettered use of her limbs. There will be no tight corset to force the delicate internal machinery out of place, heavy skirts dragging on the hips and ankles, and none of the fine linen undergarments considered by our grandmothers an indispensable part of every trousseau. Not those linen garments! They make one think of shrouds. Perhaps it was as well that they covered neither neck nor face; they were almost worse than no clothing at best.

Our scientific young woman will wear loosely woven garments reaching from neck to wrists and ankles, and adjusted in weight, to the season of the year. Her skirts and hose will be supported from her shoulders; her shoes will be sensible, and neither pinch her toes nor cause her to appear deformed by

throwing her on tiptoe, and the only "bones" aside from those given her by Nature, will be a few in the comfortably fitting dress, which, by the way, will not trail a yard or two, if for anything but parlor wear.

As her own clothing, so will be that of her family, always fashioned with regard to the laws of physiology and hygiene.

In her social life she will be a success because she will be a helpful woman; she will see deep into the causes of many social ills, and by example and influence, will do much to remove them. She will be a welcome visitor to the sick, her very touch will carry healing in it.

Have I overdrawn the picture? I think not. Let us, then, teach girls all the science they will learn, especially the branches physiology and chemistry; teach them to apply their knowledge to their every day life, and future generations will rise up and call them, and their instructors as well, blessed.

And rightly so, for if these things are fostered in our present advanced stage of civilization, there cannot fail to be a radical change for the better in the whole race, an improvement mentally, physically and morally, for sound minds in sound bodies are seldom accompanied by unsound morals.

Let us be truly scientific. The word science comes from *scio*, "I know;" let us know, and knowing do our best to promote the health and happiness of those around us. It is a noble work, and those will be happiest who do it best.

THE NORMAL STUDENT'S TELESCOPE.

I. V.

I think that some of the Normal students when making a telescope think

that beyond the pleasure they themselves will have in its use no other benefit will be derived. This alone, however, I consider sufficient. The enjoyment and profit I have had from mine far exceeded my anticipations while making it and it has made the study of astronomy intensely interesting.

Yet, though whatever adds to our own culture makes us better teachers, we are naturally anxious to make all apparatus practically useful for our future pupils. My experience in my first school in a small mountain town has convinced me that a telescope can be used with much profit. The use was accidentally suggested by some questions in the advanced geography class. We had been discussing direction and I found that most of them could not locate the North Star. While drawing the "Big Dipper" on the board I thought that it would be much more satisfactory if they could have the constellation pointed out to them, so I gave them an invitation to come to my boarding house that night and we would locate some of the groups of stars.

Promptly on time I heard a number of laughing voices and opened the door to find twice the number in the class and with more laughing about our "Astronomical Society" we started out. The next day found the entire school interested in the stars. The distinction between stars and planets was explained and our Solar system represented on the board. During the weeks that followed general discussions took place. (If you want to excite surprise and answer puzzling questions suggest that Mars is inhabited and that some people are talking of inventing some means of communication.)

The satellites were mentioned (and now came the telescope at last.) They were much surprised when told of the

mountains on our moon, and when an invitation was given to look at the moon through a telescope it was eagerly accepted. The fact that some of them walked two miles that night in order to look through it shows how interested they were. Their enthusiasm compared favorably with the Senior's on their trip to Mt. Hamilton.

About this time an interesting article written by Prof. Holden, appeared in the *Youths Companion*. It was eagerly read and the illustrations compared with their own observations. Later on we illustrated the phases of the moon.

Another evening we looked at Jupiter and at the Pleiads. Another interesting topic was thus brought up when one of the pupils noticed that more stars could be seen when looking through the telescope than without. One pupil had read some of the myths connected with some of the constellations which further added to the interest.

Even the primary pupils had been impressed with the talk on the moon and became more observant. One evening a little boy about seven rushed into the house calling, "O come! quick! something has taken a bite out of the moon." His sister found this was his description of an eclipse. Our former talks had paved the way for the explanation of eclipses.

I have dwelt upon these facts because I wish to emphasize that with our telescopes we can call the attention of our pupils to these "envoys of beauty," the perpetual presence of the sublime which lights the universe and which on account of their constant presence seem to breed a sort of blindness. Without the telescope I do not think interest could have been so easily aroused nor would it have been maintained. The articles describing the volcanoes would

have been enjoyed had they themselves not seen the craters, nor would any of the books on astronomy in the library have been read.

I have often heard surprise expressed with so cheap an instrument satisfactory results can be obtained. I had the opportunity of looking through a telescope which had cost one hundred dollars and I found that for the moon I gained in my own telescope fully as much as an image. The mountain chains, craters, the peaks and shadows, all were as distinct in mine as in this.

Educational circles are discussing the value of science work in our schools. A telescope will prove a delightful means of interesting the school children in astronomy and will furnish charming nature lessons.

Or is it likely after such instruction that when visiting the Lick Observatory will follow the example of the lady after gazing at Sirius through the telescope exclaimed, "Isn't it cute?"

EDUCATIONAL.

SO VERY STUPID, AFTER ALL.

BY MRS. M. A. B. KELLY.

From "A Volume of Poems," "Leaves from Nature's Story-Book, etc."

How often do we hear it affirmed of an individual who is not very remarkable for his keenness of perception, that he is as stupid as an oyster."

Now when we come to learn more about the oyster, we shall be willing to admit that this comparison is not quite in favor toward the mollusk.

"Never too old to learn" I said when I made the discovery that the oyster has an undisputed claim to a nervous system.

It is not of a very high order, it is true, but there it is,—the knotted gang-

lia, the large brain and the small brain!

Is not this about as much as may be said of some individuals that rank far higher in the scale of being than the "stupid oyster?"

The fact of a nervous system being established, we may possibly indulge the supposition that even a mollusk may feel an occasional twinge of neuralgia, or even know by actual experience the unmeasured suffering produced by nervous headache.

Should the oyster be a martyr to either of these ills, however, he certainly endures them with becoming calmness and dignity; for he always lies on his left side in the deeper of the two valves of his shell; and if anything can lie quietly on one side, while suffering the torture of neuralgia or nervous headache, truly it must be an oyster!

Neither does he, as might be supposed, repose nakedly in his shell, for he is enveloped in a mantle, and quite a stylish one too, being fringed along the entire edge with soft, fleshy hairs, easily discernible with the microscope. Only think, even an oyster may "wrap the drapery of his couch about him, and lie down to pleasant dreams!" In speaking of this member of the mollusca family, I use the pronoun in the masculine, although the animal's sex is really undeveloped.

The oyster has a heart, too, the wee auricle and ventricle each performing its respective function.

How that little heart must flutter with palpitation, on its journey down the alimentary canal of the greedy epicure who devours the mollusk raw on the "half shell." But the poor oyster cannot possibly "change color" under the most embarrassing circumstances, for the reason that his blood is always of a bluish white. The animal has a mite of a mouth, but

the poor thing is eyeless, and is obliged to examine its food by the aid of lip fingers, or more properly "tentacles." These are situated near its mouth, and it has been proved by experiment, that there is a direct communication from these to the stomach. An oyster's stomach! with possibility of dyspepsia.

But it is comforting to reflect that, if the oyster is a victim of dyspepsia, he does not make himself disagreeable by tossing about in his shell, in an impatient manner, or by grumbling, or making dismal faces. Happy oyster!

The liver is the largest organ in the body, and is that dark, pulpy substance so much relished by oyster-eaters. The intestine is situated at the right of the liver, and terminates near the upper folds of gills or lungs which lie in ruffles or plaits upon its mantle.

Just below the heart is the strong, tough muscle by which the shell is kept closed. The oyster, being naturally of an unsocial disposition, does not allow the string of his door-latch to hang outside of his residence to be pulled by every submarine vagrant that chances to pass along. Hence this muscle is very strong in order, we will suppose, that his domestic privacy may not be intruded upon.

The tiles on the roof of his house mark the years of his life, therefore no oyster can keep his age a secret. These are but a few of the important points connected with the study of this mollusk; and it may be well to add in conclusion, that no subject can be of more interest than this, when used by the teacher in the way of an object lesson.

MRS. KELLY was for several years Principal of the Model Department of the Albany Normal School, and has but recently given up the Chair of Natural History in the N. Y. State Normal College

to devote her whole time to literary work.

In the "Volume of Poems," there is a department entitled "Poems for Children," which contains many selections suitable for primary and intermediate grades.

"Leaves from Nature's Story-Book," in three volumes, will furnish most delightful work for supplementary reading. Though simple and child-like, they are thoroughly scientific. The books are all profusely and beautifully illustrated, and the subject-matter is, for the most part, presented in original story form.

Any inquiries regarding these works may be addressed to the editor of this department.

VOLUMES I, and II of "Leaves from Nature's Story Book" are still in press, but I have examined Vol. III. and consider it delightful and instructive scientific reading for children in the third and fourth grades. We shall order a set of once for the Training Department.

MARGARET E. SCHALLENBERGER,
Principal Training Department.

EVERY LESSON A MORAL LESSON

KATE COZZENS.

"Take him to develop, if you can,
And hew the block off, and get out the man."

The sculptor works slowly and carefully, but continuously. He watches his work grow little by little, day by day, until, at the last stroke, steps forth from the shapeless stone, the realization of his dreams—the living, breathing embodiment of his long-cherished ideal.

How works the hewer of character! A stroke one day; a cut next week; touch the fortnight following—each entirely distinct endeavor. Never a slow, steady clip, clip, clip, that gives

ually discloses a symmetrically chiseled part or parts.

On most school programs the following stands forth prominently: "Morals and Manners, 10 minutes;" or, "Morals and Manners, Tuesdays and Thursdays, 20 minutes;" again, "Morals and Manners, Fridays, 30 minutes." The intervals thus appropriated are consumed by many teachers in reading a short story, which, in many instances, very slowly, very prettily, but very surely approaches the grand climax—the *moral*. Then follows a short dissertation by the teacher in which this unfortunate moral is tumbled and tossed, twisted and turned, inside out and round about, until, in faith, 'tis all worn out.

These lessons are often given without any special purpose, except to fill that space on the program or because "its in the course," with little or no thoughtful preparation, and the effect of such instruction on a school is, ordinarily—Morals and Manners 10 minutes. Like the boomerang it comes back as it went forth; it has made the circuit; it has skimmed above the heads of the pupils, and now falls at the teacher's feet, spent.

This way of treating the subject is sometimes varied by the selection of some topic; such as, patriotism, honesty, or sobriety, at which there is a perpetual hacking away, until its fair proportions are utterly distorted, and no power can ever make it a beautiful part of a perfect whole.

Why do pupils become so utterly weary of this kind of teaching? Why do they call it "stuff," "nonsense?" Why do they use as a by-word, "Moral—thus and so?" Because it is so thoughtless, purposeless, monotonous. It has not sprung from study of the child; it is not given to supply any need; it lacks vitality, and its result is lifeless.

Lifeless it will remain, until "Morals and Manners, 10 minutes" becomes morals and manners *all day*, in every lesson, in every study hour, at every intermission, before school and after school, until there is a moral atmosphere that will sustain the life of the pupils, brightening their eyes, warming their hearts, and uplifting their souls.

This moral atmosphere can emanate from and be sustained by only an earnest, thoughtful, pure-minded prayerful teacher. It will not be created in a moment, an hour, a week, a month, or even a year. It will come from the slow, steady outbreathing of a pure and tender soul. No amount of lecturing, of reading beautiful stories, or of pointing morals will waft this balmy, life-giving breeze to pupils; it must be bore to them by a whole-souled teacher's strength of character.

In the teaching of English, such a teacher sees more than the mere construction of the sentences—here is a beautiful thought which by discussing thoughtfully with her class for a moment or two will serve to open a certain pupil's eyes to the meanness of a surreptitious act of which he is guilty. Having opened his eyes she wisely allows *him* to do the *seeing*.

Her chemistry class becomes more interesting as she discovers that moral experiments may be made as successful as those of her usual work. In teaching her pupils to observe how chemical unions are made, what better place for a lesson on influence? The strong attraction some atoms have for others, and the dangerous compounds sometimes formed by the yielding of the weak ones to this power—a whole sermon in itself! The experiment with litmus paper gives a fine opportunity for a word about turn-coats. The study of poisons affords so many admirable topics, it would be diffi-

cult to name them. The care of the laboratory is one *continuous* moral lesson.

Geography is a rich subject. Not a mountain, nor a river, nor a lake, nor, in fact any thing geographical of note, but has been glorified in glowing verse or stately prose; and, if we place our pupils in communion with those grand, inspiring singers, we have lifted them above the snow line on the highest peaks of human thought, into that pure region of intense stillness, nearer the great throbbing heart of the All Father.

"No moral lessons in mathematics?" Why not? When a pupil is taught to put his work down neatly, skillfully, and accurately, he is given the very best of moral instruction. If a teacher invariably insists upon strictly precise statements, her pupils receive a moral impetus that will carry them safely over many of the treacherous, though safe-appearing, quagmires of life.

In studying interest, usury may be discussed, and Shylock's story in the hands of a careful teacher may do a grand work. Business principles,—honesty, sobriety, punctuality, etc., even if briefly discussed, will serve as topics for many lessons of incalculable value. The lives of great financiers, studied in this connection, will offer good food for most careful reflection.

It is useless to enumerate farther. If the teacher knows what she wants, she will find it in any lesson or in any subject. Any line of mathematics, of science or of English will afford an earnest worker whatever she may desire to assist her moral teaching. Drawing and music are especially adapted to furnish matter for this work.

What does the *true* teacher seek? She seeks for means in *every* lesson by which she may reach the inner life, the *heart* of one pupil or of all her pupils. She trusts her *teachings* to say to them what, for

many reasons, it is not best to say in plain, unvarnished terms.

She thus quietly encourages, rebukes, restrains, advises. "Chisel in hand," daily, hourly, moment by moment, "with many a sharp incision," though with tender, loving touch, she tries to "carve in every soul the image of her angel vision."

LITERARY.

A NARROW VOCABULARY.

BEATRICE CHILDS.

"What a lovely view!" "I thought the entertainment was lovely." "That is a lovely book." These are a few of the expressions I have heard used by educated people. I hear the more sedate young person murmur to herself with a curl of the lips, "Gush!" and she fixes on the very expressive and more dignified word "nice," well pleased that she has found so expansive an adjective. The simple expression, "I like it," with perhaps emphasis on the "I," would convey as much, and it may be, the same meaning. If you are at all observant, you have noticed the prevalence of such expressions—indications of a narrow vocabulary.

Some eminent writer has said that the object of language is not so much to express as to impress or communicate thought. "We have not merely to pour the water out of the bottle. If this were all, we might trickle gently or gurggle and splutter convulsively, as we pleased, with much the same result. We have to pour out in such a way that every drop may be got into another bottle." Granting the truth of this statement, what better means toward such an end can one have than a broad vocabulary. One may use the best of grammar, and understand

apply the rules of rhetoric, with little else, if he does not add the finer touch of well chosen words.

is the bringing of ideas down to speech channels, then the stretching of them to the widest range of thought, that is a flavor to conversation, and secures fiction from argument. And what is led for this? Words, words, words. Lack of words, and not always of ideas, is the cause of a dull conversation or a flat article. Think of all the great speeches you have heard or read. Recall the lectures to which you have listened, and do you not find that their charm and power result largely from the richness of the language of the speaker? Finality, that much sought after and easily acquired thing, depends much on the use of words.

The English language, the grandest language in the world, contains about a hundred thousand words, so it is probably not it that is at fault. The normal vocabulary of the ordinary person contains no more than two or three thousand words, and often many less. On the other hand, great men all have command of many more. Milton used about a thousand words, and Shakespeare, richest in this as in other respects, no more than fifteen thousand.

As we notice how narrow is the vocabulary even of educated people, we naturally look for the reason for such a state of affairs. Education will perhaps give the most blame, for, up to a comparatively recent time, there has been no effort on their part to broaden the vocabulary of students. Especially in language studies, where it should be most prominent, has this work been neglected. The average teacher has had, and often still has, no special sentences or words to illustrate points of language, and if the pupil comes to strike these, the teacher is

more than satisfied. In a short time it becomes more than chance on the pupil's part, for he takes them as his own "stand-by's."

Because of our insufficient supply of words, we have overloaded many, some of which have broken down under the strain. Adjectives are the most abused of the parts of speech, and Drummond says, "It is a man's adjectives to a large extent that bear witness to his intellectual power." "Nice" has fallen lowest of all. There is scarcely anything to which it is not applied, and in a different way. If one should interpret it in its original sense, tidy, he would be laughed at by his puzzled hearers. The use of "lovely" is attributed entirely to women, and has been a dainty morsel for the critic, man.

"Good-hearted" is made to cover a multiplicity of sins under the mantle of almost any virtue.

"Awful" has been so universally condemned that it is beginning to hold its own once more. Drummond says, "What should we know of the word awful if it were not for thunder." The careless person uses "fine" and "grand" to express general ideas, thereby revealing a lack of analytical power.

Next on the list of misused words, are adverbs, the nearest of kin to adjectives. "Badly," "nicely," "awfully," "fearfully," may be mentioned as needing reform. Interjections are generally overused, so I will only urge that you use the fewest and the best possible. Other parts of speech receive their share of abuse, but their individuality is well respected.

The remedy for such a universal failing is constant and intelligent work on the part of both teachers and students. Teachers should introduce into their work special drill for this end. Many opportunities for the introduction of new words will present themselves unsought, but

this is not enough, we must make opportunities. As students, we must make our reading, our observation and our conversation, help us in this line as they do in others. And above all things should we be careful in our writing, for it will reveal our failure or success, which ever we make it.

If you have thought little of this subject, begin now, and you will find a new world opening up before you. Careful reading will disclose many object lessons in the choice of words. In your research, look most to God's handiwork, Nature, the friend of all men, for help. "There is nothing that will supply a man with adjectives so much as Nature," says Drummond. It will furnish you with more opportunities and necessities for new words than anything else. Whether student or teacher, you will get not only the highest pleasure but also the best of instruction from the poets' world—Nature.

ALUMNI NOTES.

Irene Thomas, June '92, has not taught since graduation.

Julia L. Hauck is teaching English in a private school at Pares.

Elva B. Sawyer, June '92, is at present teaching in Loganville, Sierra Co.

Edith Whitehurst, Jan. '90, is teaching in the Campbell District, Santa Clara Co.

Minnie L. Mackey, June '89, is teaching the Third grade in Santa Clara Public School.

Since graduation, Mary G. Torney has been teaching in Carlton District, Santa Cruz Co.

Lizzie R. Gallagher, Jan. '91, has been teaching in San Francisco since Nov. '91.

On Sept. 26, Leona C. Howie, June '92, began teaching in the Dry Creek District, Tehama Co.

Since graduation Laura B. Jones, June '92, has been teaching in the Hester School of Santa Clara Co.

Laura B. Everett has charge of a school in Sutter Co.

Mary J. Gray, Jan. '90, is in her second year's work in the Los Posas School, Ventura Co.

Minnie E. Townsend, June '90, has five grades and fifty-eight pupils in the Fairfield School, Solano Co.

Julia M. Poston, a member of the Xmas Class of '92, is teaching at Undine, San Joaquin Co.

Carrie A. Coleman, June '92, has been engaged to teach the next term in Santa Fe District, San Louis Co.

Mittie Myers, June Class of '91, is again acting as Principal of the Sierraville Grammar School, Sierra Co.

Carrie E. Cross, *nee* Lee, a member of the June Class '89 and a resident of San Jose, is no longer engaged in teaching.

Emma C. Dahlgren, Jan. '91, is teaching her second term in the Primary Department of Hill School, New Almaden.

Since the 8th of August '92, Wm. H. Langdon has been teaching in the Union School, San Leandro, Alameda Co.

Carrie M. Coffin, June '91, has just finished teaching her second term in the Soda Springs District, Santa Clara Co.

N. I. de la Rosa, June '91, began teaching in Eagle District, Santa Clara Co., August 29, '92. Term closed Dec. 16, '92.

The school in Capay District, Yolo Co., is in charge of Clara A. March, June '89. She has an enrollment of thirty-nine pupils.

During this year, Honorine F. Monaghan, Jan. '91, has taught a term of six months in the San Isabel District, Santa Clara Co.

Since graduation, Lizzie M. Browning, a member of the Xmas Class of '88, has been teaching in the Wheatland School, Placer Co.

Since graduation, A. Florence Smith, a member of the Class of Jan. '92, has been Principal of the Vineland Grammar School, Napa Co.

L. Hortense Ayers is teaching in the Harvard School, 2101 Indiana Ave., Chicago. She hopes to enter the great University of Chicago sometime in the near future.

The Pacific Coast Teacher

A Magazine devoted to the Educational Interests
of the Pacific Coast.

OFFICIAL ORGAN of the ALUMNI ASSOCIATION of the
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COMBINATION IS THE CHARACTERISTIC of this age, and when capitalists are combining in trusts, working men in labor unions, and farmers in alliances, newspapers and magazines can hardly be blamed for joining the procession. Indeed it is remarkable that the press has not lead the way in taking advantage of the power of association, instead of lagging behind.

The Press Claims Company, whose advertisement appears in another column and will become familiar to our readers during the coming year, illustrates the advantages of cooperation on an extensive scale. It is a combination of hundreds of the leading newspapers and magazines of the United States for the purpose of protecting their patrons against unscrupulous Washington claim agents, and securing prompt, efficient and economical service to all persons having dealings with the Government. It will

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RECENTLY IN THE SUPERIOR COURT of Santa Clara County Judge C. M. Lorigan cited Chas. M. Shortridge, editor of the *San Jose Mercury* to appear and show cause why he should not be punished for contempt of court, the offense being a publication of the proceedings of a divorce case, that by order of the Judge were not to be made public during the pendency of the trial. Although a determined fight was made on the part of the respondent, decision was rendered against him and a fine of \$100 imposed. Contrary to the general opinion of the press, we do not think this order menaces civilization, or liberty in general, or the freedom of the press in particular. The statutes of the State of California are the solemn expression of public opinion, and a far more intelligent expression generally than that made in the ordinary newspaper. Upon the statutes Judge Lorigan bases the right of courts to throw the mantle of protection about the presumably innocent party in disgusting divorce and other cases named in Section 125 of the Code of Civil Procedure. Wild assertions are pouring from the press to the effect that if Courts have this power

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they can exercise an arbitrary censorship over the press in a'l matters. Such logicians would probably conclude that because the law has the power to seal the mouth of slander, that therefore, it interferes with free speech. The whole question would seem to resolve itself into this:

1. The press as well as the private citizen must be amenable to the laws of the land.

2. The laws,—including those requiring divorce proceedings—to be kept private,—are the expressions of the will of the people, and Courts are entrusted with power to administer these laws.

3. Liberty of the press does not involve absolute license. Secrecy in divorce proceedings, while it has disadvantages perhaps, is to be preferred to unrestricted publication with all its accompanying morbidity and baseness. But

whether this law is right or not is a question for legislators and not for judges.

4. Courts are given express power to make orders to keep such matters private and also auxiliary powers to carry out effectually their orders.

5. Judge Lorigan made, within this law, an order to keep private the proceedings in this particular divorce case.

6. The respondent, aware of such order disobeyed it.

7. Such disobedience, being within the definition of a contempt, was legally punished.

THE STATE EDUCATIONAL ASSOCIATION was almost unanimously in favor of the Legislature passing a law compelling County Boards to recognize Normal School diplomas. The only objection came from a Stanford professor. Presi-

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dent Baldwin scored the railroad companies for not giving the teachers of the State the reduction in fares usually given to other State conventions.

APPLICATIONS TO JOIN OUR World's Fair excursion continue to come in. All express themselves surprised at the reasonableness of our terms. We are prepared to do exactly what we promise. If you desire a good reference write to W. E. Zander, General Manager of the World's Fair Transportation and Accommodation Company, Room 24, Chronicle Building, San Francisco. Write us immediately, enclosing stamp for particulars. Give time you wish to stay, route you wish to travel and most convenient starting time.

SECURE ACCOMMODATIONS BEFORE you go to Chicago. The syndicate that has bought the restaurant privileges at

the exposition has issued its bill of fare and price list. Beefsteak, \$2.00, soup 40 cts., vegetables, 30 cts., tea or coffee 25 cts. etc., etc. A hungry person may get his appetite appeased for from five to six dollars. Write to us and we can tell you how you can visit Chicago and stay ten days, or longer, have first-class accommodations and at a very moderate outlay.

"REPORT" HAS RECENTLY COME TO our magazine table. Ordinarily, new San Jose papers—and they are numerous new—pass quietly to the waste basket without a hearing. But in this paper we recognized at once "a voice and sense of beauty" that comes only occasionally from Pressdom. "Report" is well printed and carefully edited; a paper that will brighten and elevate. We wish the editress and publisher, Mrs. A. K. De Jarnette, the fullest success in

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ALUMNI NOTES.

Flora B. Smith, Class of '88, has successfully taught for three and a half years.

On July 18, Carrie M. Thompson, Jan '92, has opened school in Alviso, Santa Clara Co.

Maud Porter, June '92, has accepted the position to teach in the Mal Paso District, Monterey Co.

Mamie C Torpey, a member of the Class June '92, has charge of Laguna School, San Mateo Co.

Since graduation, June '90, Ellen Stanton has taught sixteen months in the primary Department of the Georgetown District School, El Dorado Co. She is now engaged in teaching the Greenwood District School, of the same county.

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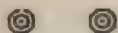
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VOL. II.

FEBRUARY, 1893.

No. 6.

THE RELATION OF ORGANIC EVOLUTION TO HUMAN PROGRESS.

BY PROF. JOSEPH LE CONTE,

Professor of Geology and Natural History in the University of California.
Author of "Religion and Science," "Elements of Geology," Etc.)

THERE was a time—and that not very many centuries ago—when science occupied herself only with *material* nature; and even there, only with the simpler parts and parts most removed from the immediate wants and highest interests of man. For example:—while kingdoms and empires were crumbling, and society decaying all about her, she calmly busied herself with investigating the curious and beautiful properties of the curves made by cutting a cone in different directions. The higher and more pressing concerns of human life she left to her sister Philosophy to solve, and her sister Literature to illustrate and embody in forms of Beauty. Is it any wonder then, that she should have been taunted for her supposed earthy and groveling spirit? Is it any wonder that she became a butt for the shafts of ridicule of her nimble-witted sister Literature and an object of the lofty scorn of her imperial sister Philosophy? But she was sadly misjudged; for on these very investigations, which seemed *then*, little short of lunacy, are *now* based all our modern astronomy and the whole art of navigation dependent thereon. She at-

tacked first the most remote things, not because they were the most remote but because they were the *simplest* and therefore the easiest to be reduced to law and order. She avoided the nearest and dearest concerns of human life not because they were nearest and dearest, but because they were so complex and difficult that she despaired of reducing them to law. Law and order and completeness are her passion. She is loath to undertake what she cannot do thoroughly. Meanwhile content to work in silence in her own lowly domain, taunted and misjudged century after century, with a divine patience, she bided her time, confident of final recognition. After establishing herself firmly in her first narrow limits she commenced the work of conquests of more and more complex subjects. From mathematics she passed to mechanics, then to physics, then to chemistry, reducing these successively from chaos to order. Then she extended her dominion also to biology. This brings her near to man, but not yet in his higher parts. Then she invades the domain of Brain Physiology and touches now the borders of Psychology. Last of all in these latter times she dares to in-

vade also the domain of Sociology and thus touches at last the highest interests of man and the noblest department of thought, the science of social organization, of social progress, of politics and of government. Now at last her transcendent worth is acknowledged by all.

For ages upon ages, like Cinderella she sat among the ashes, content to do her humble work, while her proud sisters flaunted their gaudy colors in the eyes of an admiring world. But now at last, touched by the fair wand of Reason, she is transformed into a Princess fit to govern the world.

But is it not barely possible that although now exalted into a Queen, some of her kitchen ways and kitchen thoughts still cling about her? Is it not true that having worked so long in the ashes she still imagines that all things are but different forms of dust and ashes? Does she not still look too much downward to earth instead of upward to Heaven? In a word: Is there not in modern science too strong a tendency to drag down everything to a material plane? It has been my constant effort—I deem it my highest mission in life—to resist this tendency in myself and to counteract it in others, by an appeal in the name of science—an appeal from her lower self to her higher self—from Cinderella the kitchen-maid to Cinderella the Royal Princess, in a word to lift Science to the recognition of her own glorious mission—that of *verifying* and at the same time giving *rational form* and a rational basis to all our noblest beliefs and aspirations.

Meanwhile, however, it has come to pass that out of these ancient antagonisms and traditional tendencies, there has grown up two opposite modes of viewing Nature, which may be said to characterize Literature and Philosophy on the one hand and Science on the

other—the one the natural result of dealing with man in his *higher* activities alone, the other, of dealing at first *entirely* and even yet *mainly* with man in his lower activities. The final outcome of the one is a spiritual philosophy despising our material nature, of the other a material philosophy *ignoring* our spiritual nature. These two camps of thought have always been at feud, but now are preparing for final struggle. Of course the battle-ground will be the nature of man. For there, if any where, these two the spiritual and the material meet and mingle.

There are then, two extreme views—the old and the new—as to the relation of man to Nature and especially to the animal kingdom. According to the one—the old—there is an infinite gulf separating man from all else in Nature. The difference between man and the highest animal is far greater than that between the highest animal and the lowest microbe and the phenomena in the two cases belong to entirely different orders and are therefore wholly incommensurable. Man must be set over as an equivalent not only against the whole animal kingdom, but against all Nature beside.—Nature the divine revelation and man the interpreter. According to the other—the new—it is impossible to exaggerate the closeness of the connection of man to the animal kingdom. Every bone, muscle, nerve or other organ of the body and every faculty of the mind has its correspondent in animals, of which those in man are but the slightly modified form. Man has grown up out of the animal kingdom by gradual evolution and is even yet nothing more than the highest animal.

Again: we find the same two extreme views—the old and the new—as to the organization of society and the progress

man. According to the one—the old—these have nothing whatever to do with any law of lower Nature. They are wholly the result of our spiritual nature, must be studied wholly apart from material laws, and can receive no assistance whatever from science. According to the other—the new—the organization of the animal body is the type of the organization of the social body, and all the principles and methods of Biology must be carried over bodily into the higher field of Sociology. Nature is one, without a break from the inorganic and dead through the organic and living up to the intellectual and moral. No permanent progress can be made in the rational knowledge i. e. the science of man, except by identifying it with that of lower nature. Human Anatomy never made any scientific progress until it became a part of comparative anatomy; nor human physiology until it became comparative Physiology. So also must psychology be studied in relation to the psychical phenomena of animals, Sociology in connection with Biology and Social Progress in connection with organic evolution before these can become truly scientific.

Now it has been often and truly said, that in all such cases of extreme mutually-excluding views, both are right and both are wrong. Each is right from its own point of view, but wrong in excluding the other point of view. Therefore a true philosophy is found only in a more comprehensive view which shall combine and reconcile the apparent opposites—not indeed by *pooling* their differences, but by transcending them, i. e. by including what is true in both and *explaining* their differences. A true philosophy is not a compromise, a mere mixture of opposite extremes. It is a stereoscopic combination of two different

surface views into one solid tri-dimensional reality. Now, such a more comprehensive and therefore more rational view I am convinced, is to be found in my own view of the origin of man's spirit (of his body there can be no question). Of the origin, I say of man's spirit from the *anima* or soul or intelligent principle of animals—of the *Pneuma* of man from the *Psyche* of animals—by a *process of evolution*. According to this view, (a view which I have urged so often, and in season and sometimes perhaps out of season, in my published writings and unpublished addresses that it seems to me almost an impertinence to bring it forward again. But I have no right to think that many, or perhaps any of you, are familiar with it. When I was younger I had a great fear even horror of repeating myself, as showing poverty of thought. But I have gotten over all that now. I have learned that such fear is evidence of an over-estimate of the impressions we make on others. I have learned that in order to make any permanent impression we must give line upon line and precept upon precept, here a little there a great deal. It must be but a bare mention this time, however. Only enough to make what I say further on intelligible.) According to this view, then, spirit in embryo in the womb of nature as the *anima* of animals—unconscious of itself, but slowly developing through all geologic time, at last *came to birth* into a higher spiritual, immortal world—at last became self-conscious, self-active, free spirit in man. Thus the whole process of evolution of the organic kingdom through infinite time becomes naught else than a divine method for the creation of spirits. Can there be a grander idea of the significance of Nature than this?

Now this view of the origin of man's spirit completely explains as none other does the paradox of human nature. It completely explains, as none other does, the closeness of the connection, and yet the infinitude of the difference between the free spirit of man and the Psyche of animals, between the social organism and the animal body, and between social progress and organic evolution. I, on a previous occasion dwelt on one these, viz., the close relation yet infinite difference between the social organism and the animal body. My object now is to touch briefly on the other viz.: the close relation and yet infinite differences between human progress and organic evolution.

I assume, then, the truth of the view above presented in regard to the origin of man's spirit, referring you to my previous writings for the proof. I assume therefore that organic evolution accomplished its purpose, achieved its end and reached its goal, in man. But as spirit in embryo in animals was born into a higher plane of activity in man, so organic evolution reaching its goal and completion in man was immediately transferred to this higher plane and became human evolution or social progress. As organic evolution stretched forward throughout all geologic time to reach its goal and completion in man so must human evolution ever press forward to reach its goal and completion in the *ideal man* the *Divine man*. Now on this new and higher plane all the factors of organic evolution must continue to operate as before; for man is also an animal. As before, the environment physical and organic must modify the activities bodily and mental; as before use and disuse of organs and faculties must produce increase or decrease of the parts used—and such modifications whether by the one

factor or the other will accumulate through successive generations by heredity; as before the struggle for life and survival of the fittest must operate to perfect the race. All this is as true of man as of animals. But there is—there must be a new factor introduced right here. A factor which immediately takes control of all other factors, transforming their character and using them for its own higher purposes. This new and higher factor, if factor it may be called (for it is much more) is the conscious, voluntary co-operation of the thing evolving—viz., the spirit of man—in the work of its own evolution.

This new factor is the necessary result of the awaking of spirit from previous embryonic sleep into self-conscious, self-active life. It must therefore have commenced its activity at the time of first emergence of humanity out of animality. But at first it must have been very feeble. In the earliest stages of his evolution man, like other animals, was largely urged on by forces of *organic* evolution, unknowing and uncaring whither he tended. But more and more as civilization advanced this higher and distinctively human factor became dominant until now in the higher races and in highly civilized communities it takes almost entire control of evolution. This *free*, self-conscious, self-determined evolution to distinguish it from the *necessary* evolution of the organic kingdom we call *Progress*.

But as already said, when this new and distinctively human factor appears, the previously operating factors do not disappear, but only become subordinate. They not only still exist, but they underlie and condition the activity of the higher factor. This is only one illustration of a universal law of organized nature. In every system of correlated parts in harmonic relation with one an-

other by mutual dependence, the higher stands above and dominates the lower; but the lower underlies and conditions the higher. The spirit dominates the body; and more and more in proportion to spiritual energy; but the body underlies and conditions the activity of the spirit. The same is true of all the organs of the body and the faculties of the mind in their relation to one another. The same is true also of the factors of human evolution. The higher, self-directed, distinctively human factor substantially takes control and directs the movement, but the lower or organic factors underlie and condition and limit its activity on every side.

I have already said that there is a close resemblance, yet infinite difference between human progress and organic evolution. The resemblance almost amounting to identity in many respects (arising of course from the operation of the organic factors) has been pointed out by all recent writers especially and with profuse illustration and almost tedious insistence by Herbert Spencer. These are therefore already familiar to you. I have myself also on several occasions insisted on this resemblance. My object now will be to bring out in strong relief some of the differences, even *contrasts* between them produced wholly by the introduction of the *new* factor—differences which are usually ignored or slurred over or else minimized by evolutionists because modern science seems to think it must ignore the spiritual nature of man on pain of being thought unscientific. See then some of these contrasts:

1. In organic evolution *Nature* operates by *necessary* law without the conscious co-operation of the thing evolving. In human progress the spirit of man voluntarily co-operates with nature in the

work of its own evolution and even assumes to take the whole process mainly into its own hands. Now this new voluntary factor consists essentially of the formation and pursuit of Ideals—the voluntary striving after higher and better things in the individual and in the race. We indeed, form Ideals, but our Ideals react and form us. Yes, we are all formed by our ideals. As are his ideals, such is the man. Alas! how poor are the ideals of some. Organic evolution is by *necessary* law—human evolution is by a *free* law, *i. e.* by law freely followed; organic evolution is by a *vis a tergo*, a pushing upward and onward from below and behind. Human progress whether in the individual or in the race is by a *vis a fronte*, a drawing upward and onward from above and in front; an aspiration—an attraction toward an ideal. Organic evolution is by the Law of Force; Human progress is by the Law of Love.

2. In organic evolution the fittest are those most in harmony with the physical environment and therefore they survive. In human progress the fittest are those most *in harmony with the ideal*, and often, especially in early stages of development when man is under the dominion of the organic factors and the distinctive human factor is still feeble, they do not survive because not in harmony with the social environment. But while the fittest individuals may indeed perish, the *ideal* survives in the race and will eventually triumph.

3. In organic evolution the weak, the sick, the helpless, the old, the unfit in any way perish and *ought to perish*. Alas! how much good poetry and noble sentiment has been wasted over this supposed dreadful, pitiless, cruel law of nature. I cannot stop
I repeat:—In
perish a

the only way of strengthening the *blood* or *physical* nature of the species, and thus of carrying forward evolution to its culmination in man. In human progress, or contrary, the weak, the sick, the helpless, the unfit in any way, are sustained and *ought to be sustained*, because sympathy, love and pity strengthens the spirit, the moral nature, the distinctive human nature. But remember that in this material world of ours and during this our earthly life, the spirit or moral nature is conditioned by the physical nature—the human by the animal. Therefore in all our attempts to help the weak, we must be careful to avoid the poisoning of the blood and weakening of the physical vigor, and thus the perpetuation of weakness by inheritance. This gravest of social problems, viz: How shall we obey the higher spiritual law of love and mutual help without weakening the blood of the race by the inheritance and the spirit of the race by removing the necessity of *self-help*. This problem, I believe, can and will be solved by a rational education, physical, mental, and moral. But I forbear. Thus is too wide a subject to be followed up now.

4. In organic evolution the bodily form and structure must continually change in order to keep in harmony with the ever-changing environment. In other words, organic evolution is by continual change of species, genera, families, etc. There must be a continual succession of new forms by modification of old forms. In human evolution or progress, on the contrary—and more and more as civilization advances—man modifies the environment so as to bring it in harmony with himself and his wants; and therefore there is no longer necessity for change of bodily form and structure, or taking of new species of man. Human evolution is not by modification of form

—new species—but by modification of spirit, new planes of activity, higher character. And the spirit is modified not by the pressure of an *external* physical environment, but by the attractive force of and *internal* spiritual ideal—*not* by antagonistic struggle and survival, but by generous, co-operative emulation in pursuit of the highest.

5 The way of evolution toward the highest—i. e. from Protozoan to man and from lowest man to the Ideal man is a very "strait and narrow way," and few there be that find it. In the case of organic evolution it is so strait and so narrow that any divergence therefrom, is fatal to upward movement of the diverging form toward its goal, man. Once get off the track and it is impossible to get on it again. No living form of animal is to-day on its way man-ward, or can by any possibility develop into man. They are all gone out of the way. There is none going right, no not one. The organic kingdom developing through all geologic time may be likened to a tree whose trunk is deep buried in the lowest strata, whose great limbs were separated in early geologic times, whose secondary branches diverged in middle geologic times, and whose extreme twiglets, but also its graceful foliage, its beautiful flowers and luscious fruits are the faunas and floras of the present day. But this tree of evolution is an *ex-current stem* continuous through its clustering branches straight to the terminal shoot, *man*. Once leave this stem as a branch, and it is easy to continue growing in the direction chosen, but impossible to get back on to the straight upward way to the highest. Such is the inexorable law in *organic* evolution. Now in human evolution the same law holds indeed, but with a difference. If individual or race gets off from the "strait and narrow way" to

the highest, the divine ideal, it is hard, very hard to get back. Hard I say, but *not impossible*, because man's own voluntary effort is the chief factor in his own evolution. By virtue of self activity, through the use of reason and co-operation in the work of his own evolution, man alone of all created things is able to rectify an error of direction and return again to the deserted way.

6. We have spoken of several factors of organic evolution. These are of different grades in the scale of energy and have been introduced on the earth in a regular order of succession. I will not stop to show this, but only state now, that whenever a higher factor is introduced, it immediately assumes control and previous factors sink into subordinate positions. But in human evolution the self-determining factor, when it comes in with the birth of spirit in man, not only assumes control but transforms all other factors and uses them in a new way and for its own higher purposes. Or to put it another way: I have called this self-determined co-operation in the work of evolution, "a factor." But it is much more than a mere factor co-ordinate with other factors. It lifts evolution into a new and higher plane. It is a new kind of evolution; an evolution in another world and determined by another and higher nature, the spiritual. As *external physical* nature uses many factors to carry forward organic evolution, so the *internal spiritual* nature, characteristic of man alone, uses these same factors on a higher plane and in a new way to carry forward human evolution or progress. Thus, for example, one organic factor, the environment, is modified or even totally changed, so as to affect suitably the human organism. This is what we call *Hygiene*. Again *use and disuse*, another factor is similarly trans-

formed. The various organs of the body and faculties of the mind are deliberately used in such wise and in such degree as to produce the highest efficiency of each part, and the greatest strength and beauty of the whole. What is this but *Education*, physical, mental and moral? So also the selective factors are similarly transformed, and *Natural* selection becomes *rational* selection. We all know how successfully this method is applied to domestic animals and cultivated plants in the formation of useful and beautiful varieties. Why should it not be applied also in the improvement of the race by selection of our mates in marriage and in the improvement of society by selection of our rulers, our law-makers, and our teachers. Alas! how little even yet does Reason control our selection in these things. How largely are we yet under the control of the law of organic evolution.

7. Evolution, defined as the derivative origin of organic forms, or the origin of organic forms by descent with modifications, is as certain and as universal as the law of gravitation. This is no longer a matter of discussion among scientific men. But the *causes*, the *factors*, the *processes* of evolution, the *details* of the manner in which evolution is carried out, these are still in the realm of discussion. Now in these latest times, there has arisen a class of naturalists, including some of the highest rank, such as Weismann, Wallace and Lankester, who far outstrip Darwin himself in their estimate of the distinctive Darwinian factor of Natural selection. They try to show that Natural selection is the one sole and sufficient cause of evolution, that changes in the individual whether as the effect of the environment or by use and disuse of organs, are not inherited at all, and therefore cannot carry forward evolution

from generation to generation—that Lamarck was wholly wrong and that Darwin (in connection with Wallace) was the sole founder of the true theory of evolution, and, finally that Darwin was wrong only in making any terms what ever with Lamarck.

I cannot at all accept this view, but I shall not stop to argue the question now, partly because I have not the time, and partly because it is unsuitable for popular presentation. I have done so in another article. I wish only to point out some of its logical consequences when applied to human progress; consequences which seem to have escaped the attention of these Biologists; consequences which, it seems to me, are nothing less than a "reductio ad absurdum" for this view.

In organic evolution when the struggle for life is fierce and pitiless as it now is among the higher animals. Natural selection is probably by far the most potent factor. It is at least conceivable, (though not at all probable) that at the present time organic evolution, at least among the higher animals, might be carried on mainly if not wholly by this factor alone. But in human evolution especially in civilized communities, this is impossible. If Weismann and Wallace be right, then, alas, for all our hopes of race improvement, physical, mental and moral. For natural selection will never be applied by man to himself, as it is by nature to organisms, for his spiritual nature forbids. Reason may freely use the Lamarckian factors of environment and of use and disuse, but is debarred the unscrupulous use of natural selection as its only method. As this is an important point, I stop to explain:

All enlightened schemes of physical culture and improvement of physical health or Hygiene, although directed

primarily to secure the strength, the health and happiness of the *present generation*, yet are sustained and ennobled by the conviction that the improvement of the individuals of each generation enters by inheritance into the gradual improvement of the Race. All our schemes of education, intellectual and moral, though certainly intended mainly for the improvement of the individual, are glorified by the hope that the Race also is thereby gradually elevated. It is true that these hopes are usually extravagant. It is true that the *whole* of the improvement of one generation is *not* carried forward by inheritance into the next. It is true, therefore, that we cannot by education raise a lower race up to the plane of a higher in a few generations or even a few centuries. But there is—there *must* be at least a small residuum, be it ever so small, carried forward from each generation to the next, which accumulating from age to age determines the slow evolution of the Race. Are all these hopes then baseless? They are so if Weismann and Wallacs are right. If it be true that Reason must direct the course of human progress, and if it be also true, as these Biologists assert, that *selection* of the fittest is the only method which can be used by Reason, then the dreadful law of pitiless destruction of the weak, the helpless, the sick, the old, must, with Spartan firmness, be voluntarily and deliberately carried out. Against such a course we instinctively revolt with horror because contrary to the law of our spiritual nature.

But the use by Reason of the Lamarckian factors, as already shown, is not attended with any such revolting consequences. All our hopes of Race improvement therefore are strictly conditioned on the efficacy of these factors, i. e., on the fact that useful changes in

the individuals of each generation effected by a healthy environment or by education, physical, mental and moral are to some extent inherited and accumulated in the Race.

8. Lastly: We have said that the new factor introduced with man, is a voluntary co-operation in process of evolution, a striving toward a higher condition, a drawing forward and upward by the attractive force of Ideals. Man contrary to all else in Nature is transformed, *not*

in shape by an *external environment*, but *in character* by his own *Ideals*. Now this capacity, characteristic of man alone, of forming Ideals, and this conscious, voluntary—often passionate pursuit of such Ideals—whence comes it? When analyzed and reduced to its simplest terms, it is naught else than the consciousness in man, of his close relationship to the Infinite and the persistent attempt to realize the Divine in human character.

KINDERGARTEN AND PRIMARY DEPARTMENT.

Devoted to the Psychology of Childhood, Scientific Study of Children, and Kindergarten System and Its Application to the Public Schools.

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I.

LAWS OF CHILDHOOD.

IN the last issue of the TEACHER, I expounded briefly the Laws of Co-ordinate Activity and Environment. I endeavored to show my readers in a simple way that the child is a being of life and activity wonderfully influenced by his environments; and that these two laws bore directly on his social nature. In this number I will conclude the

SOCIOLOGICAL LAWS.

3. *Law of Habit*:—Closely bound up with all the Laws of Childhood, and especially with the Laws of Activity and Environment, do we find the Law of Habit. It affects every side and phase of the child's life—whether physical, mental, moral, social and spiritual, but

perhaps it influences the sociological phases of human life the most.

Habit arises in human life in this way: The law of activity spends the life forces of the child along certain lines and in many ways. Every repetition of an act makes the act easier to perform. Environment furnishes thousands of stimulants to action in these many lines, and training quickens, perfects and makes action easier. Thus the whole being of the child comes to act in these familiar channels much quicker and easier than in new and unused ones. The organs and parts most used receive a larger flow of blood and nourishment than others, thus they have an increased strength as well as an increasing tendency to act in the fixed channels. In a word habit is *grown into the life and organization of the growing child*. Activity, Environment,

Experience repeated over and over are the elements that form habit. This is true whether the powers involved are physical, mental, social, moral or spiritual. The whole nature of the child becomes fashioned along the lines of its activity, environment, training and experience. Habit then is not only the child's second nature, but is its new nature, its character, its trained life and education.

Habit is one of the most powerful agents in education and human life. The new education recognizes its potency in all its forms. Habit is the principal element that enters into all kinds of modern training. The kindergarten gains in power greatly over the school by the formation of habit in all its exercises. In fact this is one of the secrets of its power in developing child life. The high standard of both the kindergarten and school should be at all times the formation of right habits of feeling, right habits of thinking and right habits of acting. In the great work of Child Study, now enlisting thousands every year for the first time, little will be done of value if the child's habits pass unstudied. For how can we know what the child is, thinks, feels and does, if we do not know how he came to be what he is. How he came to feel and think, say and do what he does?

4. *The Law of Sociality*:—The expression of the life forces of the child in social work and relations is controlled by the Law of Sociality. This is sometimes called the social instinct. But it is more than an instinct, or an impulse and tendency. It is a law, for it directs and orders the activities of the child into lines and relations, established by race habits, customs, experiences and institutions. By virtue of the law the life of man is changed from the savage state into the

civilized. In the savage this social force or law is weak, but it grows and strengthens in the nature of man with the growth and strengthening of civilization. So the child of our civilization comes into the world with a large stock of hereditary social tendencies, all of which are controlled by the Law of Sociality.

The tendency of man in all stages of civilization to move and act in accordance with some forms of this Law of Sociality is very apparent. And the little child manifests the same tendencies very early in life. The little child shows strong hereditary tendencies to repeat the social life of its parents and race, and a capacity for new social experiences and developments. We see this illustrated in the education of Indians, Negroes and inferior races. Occasionally the young instructed and trained will go back to the habits and mode of life of their ancestors.

This Law of Sociality should receive a fuller expression in all educational work than it receives to-day. The child should early be initiated into sociological work, co-operative exercises, and training in morals and politeness. Social work and co-operation should form a prominent feature of all kindergarten and school courses. In this way the social power of the child would be unfolded and trained into action. If the child is fitted in any sense for complete living he must be trained to work and act as an individual alone and as a member of the community. This is very important. The co-operative power must be developed. The tendency of our times is to do the vast amount of work of the world and to control every thing by social law and organization. The work of the world is no longer done by the single and lone worker. It is done by the united

the co-operative workers. There is more than strength in union and co-operation. There is economy, there is perfection, there is a saving of human life, there is a pleasure, and a steady march of progress undreamed of in the days of isolated effort.

II.

BERTHA VON MARENHOLTZ BUELOW.

Bertha von Marenholtz-Buelow died in Dresden in January. This noble woman was the co-worker with Froebel during the last few years of his life. She was born in 1811, lived to the ripe old age of 82, and died with the blessings of all kindergarten workers and lovers of childhood. She was twenty-nine years younger than Froebel, was nearly forty when she first met and became interested in his unique education, and lived nearly forty-one years after his death. She inherited wealth and title, and with her cultured mind and motherly heart was able to translate and expound Froebel's doctrines better than he. She introduced the great reformer to many crowned heads, rulers and princes, and obtained for him interviews and audiences with many eminent people in government and education.

She espoused his cause most fully and soulfully, and after his death was mainly instrumental in preventing its relapse into oblivion. Sustained with the great principles it contains and enthused with the sacredness and beauty of child life, she carried the gospel of childhood and the kindergarten into nearly all the countries of continental Europe, and in many instances secured its adoption by institutions and the states. For many years she lectured in the government Normal School on the Kindergarten System and Child Life. It is said she

has done more for the cause of education than any other woman of this century, and consequently more than any other woman who has ever lived. She has served the cause with her life, fortune, influence and genius. She has written several books, all of which have a high rank in education. The most valuable and widest read of her books are: "The Child and Child Nature," and "Head Work and Hand Work," both translated by Alice Christy; and "Reminiscences of Frederick Froebel" translated by Mrs. Horace Mann.

The kindergarten cause is a fortunate one. It calls to its support and advocacy the brightest intellects and greatest souls in the cause of philosophy and education. Happy is the cause that enlists such noble souls as Marenholtz-Buelow. Among the great men and women connected with this great movement, the name of Bertha von Marenholtz-Buelow will be most intimately associated with the founder, and receive a large place in the history of education. Blessed with fortune, power and beauty she consecrated them all to the cause of childhood and the kindergarten. She was great, wise and good.

III.

UNKINDERGARTEN PRACTICES.

The true kindergarten is a beautiful thing. It comes nearer being a paradise than anything else except the ideal home inspired and blessed with the love and light of an ideal mother. The most beautiful scene I ever beheld outside of the home circle was such a kindergarten. My visit there seemed a happy dream—almost too good to be true, and it lingered in my mind for days afterward. And I have also seen the other side of kindergarten work. This dark side

caused me equally as much pain as the bright side has pleasure. Ignorance, bad training, lack of good sense are the cause of greater evils and crimes against childhood in the kindergarten than any other place. I have often been moved to speak of some of these greatest abuses in the daily press in defense of the children who were so grossly sinned against. But I have refrained hoping time would correct most of these abuses. I now wish to call attention to some I have seen practiced in California within the last two years.

1. *The Dumb Bell Fad and Outrage:* I stepped into a kindergarten not a thousand miles from the city of San Jose. It was a public school kindergarten. While in the entrance room I heard a sharp knocking and sounding of solids. This seemed so discordant to the beautiful harmony that should soothe and animate the life of the kindergarten, I was for a moment shocked myself. On being ushered into the exercise room, I saw the cause. Little four and five year olds were standing on the circle, and heavily laden with dumb bells in each hand. The dumb bells were large enough for pupils from fourteen to fifteen. But no matter what their size, think of the injury that might be done a child of those tender years. And what business have dumb bells in a kindergarten, or even a primary school? I could but wish for a little common sense for that so-called kindergartner. Would you be surprised were I to tell you the principal of that kindergarten was shortly afterwards held up to me as the embodiment of all excellence as a kindergartner, and one who is perfectly competent to instruct and train others in that high mission?

The Sickening Practice of Kissing: About this time I witnessed an exercise conducted by this same

kindergartner. This scene was revolting—it affects the stomachs of people. It came time for recess, children marched near this paragon of excellence, and the privileged ones kissed her, and the little dirty-faced and ungroomed haired ones had been trained to throw the kiss. As she sat on the stool drumming the march for the children, swinging her body back and nodding her head and affecting a coquettish smile when the little perfunctory kisses of the dirty faced ones were tossed at her, little bits of humanity showed in her faces they had been compelled to adopt this apish and affected practice as the only way to escape the hollowness of it all. Love is spontaneous especially in childhood never does manifest itself in affected, perfunctory forms. The scene was enacted without the slightest sign of love. It was a perfect farce reminded me of the old pioneer settlement schools that were "kept" by spinsters "solely for the love of teaching," and yet who had no more love or sympathy for children than for pigs. I left this kindergarten filled with disgust for wronged childhood. I saw rudeness, degradation and hypocrisy instead of love, and I wished for the power to kick the kindergarten door against that silly affected creature. It is unnecessary to speak further about the disgusting practice of kissing,—the dangers, dirt and dirt that one encounters; and the silly and apish custom of throwing the kiss. The above illustration is enough.

3. *The Rude Habit of Stamping and Marching:* This habit of lifting the feet several inches from the floor and stamping them with a heavy tread is very common in California kindergartens. It evidently comes from bad training of kindergartners, and all from the same source. It is not only ungraceful and rude

ers unnatural and unhealthful habits of walking and moving. One of the best things the kindergarten can and should do for the child is to cultivate a simple, easy, natural and graceful manner of walking and moving. This habit is so common, I have found but few kindergartners who were trained in a certain school who do not practice it. In fact most of them appear to think there is no other way to have children march than by rude stamping.

In connecting with this and as a part of marching, I have also noticed the children very generally have the habit of leaning on to the shoulders and clothes of the child in front. Such slovenly, rude and unnatural practices never should be permitted in the kindergarten. The marching and moving games are to cultivate in the children erect carriage, freedom and grace in movement, self-control and independence in all bodily exercises. Besides such habits lead to a vulgar fawning and familiarity that are repulsive to refined and cultivated people. There are many other unkindergarten practices in California kindergartens. Most of these have come from the lack of general culture and good training on the part of many of the kindergartners. I will reserve for a future article further advice and criticism. In the work here more than elsewhere, I have observed strong tendencies to make the kindergarten mere nursery to be kept by ignorant and untrained young women and girls, and on the other hand a mere play house where the child dissipates his energies and is supposed to be kept from harm. Both these tendencies are dangerous and harmful, and the kindergarten should be freed of them and protected from them. It will return to these evils in the future.

KINDERGARTEN NEWS AND NOTES.

The first true kindergarten in America

was established in Boston in 1860 by Mrs. Matilda Kriege. Her daughter Alma was the first kindergartner. The latter was trained in Berlin in the training school established by the Baroness Bertha von Marenholtz-Buelow.

In 1870 there were only five kindergartens in the United States. In 1873 the National Education Association recommended the Kindergarten System for the first time after a committee had investigated it for a year. Every year since the Association has recommended it. In 1884, the National Educational Association organized the Kindergarten Department. In 1892 the same association organized the International Kindergarten Union.

In 1892, Boston had 36 kindergartens and 2,008 children; Philadelphia 64 kindergartens with 3,800 children; Milwaukee, 30 kindergartens with 2,883 children; St. Louis, 88 kindergartens with 5,398 children; San Francisco, 65 kindergartens with over 5,000 children. At first all kindergartens were private and continued to be such until recently. Within the last six years public school kindergartens have increased very rapidly, they now number about one-third of all the kindergartens in America. With this rapid spread of the system, kindergartens will soon be universal in all cities and towns. The people demand them and nothing can prevent their general adoption.

The New Education a monthly to be edited by Prof. and Mrs. Hailman, has appeared. It is to be devoted to the Home, Kindergarten and School. It starts out with some excellent articles and an able corps of contributors. It is to be devoted to principles, rather than

methods and devices; to a study of the Psychology of Childhood and Children, rather than the study of the subject matter of education. We have expected much in this new journal. We greatly need such an educational journal. The subject matter is good, but in dress and typographical appearance it hardly comes up to our expectations. However, it promises to be a better journal for the kindergartner and primary teacher than the Kindergarten Magazine. We have been much disappointed in this publication since it changed hands last September. Its articles are long, dull and common place, lacking spirit and practical insight.

Mrs. Nora D. Mayhew has been reinstated as superior of kindergarten work in the public schools in Los Angeles. We are glad to make this announcement, for we believe Mrs. Mayhew to be a very worthy kindergartner. She came from St. Louis with a good record and as far as we are able to learn has done good work in Los Angeles. We are reliably informed that Mrs. Mayhew was dropped in the course of malicious prosecution set on foot by some young women employed as kindergartnees some years ago, and insisted Mrs. Mayhew's methods were all wrong because they differed from what they had been taught.

There is a lesson and a moral in all this. I am frequently asked why kindergartners who could have the most beautiful faith and philosophy of life are often so bitter and vindictive to each other. No doubt ignorance and selfishness have much to do with such cases. But it is often because kindergartners make a creed, a dogma, a bigoted faith out of the system, believing dogmatically what they have been taught, instead of bringing culture, thought and reason to bear upon their work, thus developing it into a science and art. Looked upon as a dogmatic system and followed in blind and bigoted faith, it envelops the same caste of mind and

characteristics in its devotees that all dogmatic systems do. It is the old spirit of persecution, intolerance and hatred over again. The only cure is culture, science, thought, liberality, consecration to truth and goodness. It is not less enthusiasm, zeal nor love that kindergartners need, but more culture, more liberality and justice, more science.

The Junior and Senior Professional Training Classes in the California School of Methods have spent six months in the study of Psychology of Childhood, Science of the Kindergarten System, and in the art and Technic of Kindergarten Teaching. They have recently taken up the History of Education, Nature Study and Science Teaching, the Songs Games, and Mother Plays, and observation and Practice Teaching in the kindergarten. These classes are doing excellent work in all these line. They are developing a special interest and enthusiasm in Nature Study and Primary Science Teaching—subjects that are very much neglected in kindergartens and primary schools. Direct observation and study of Nature, free hand drawing, writing Nature Stories and giving model lessons are features of this Nature Study and Primary Science Work. In fact, until the California School of Methods began the training of kindergarten and primary teachers about two years ago, there was no Psychology of Childhood, no study of the science and principles of the system, no History of Education, no Mother Plays, no Nature Study and Primary Science Teaching that could be recognized as such given to the training classes on this coast. The training work consisted of hand work, scrappy sentiments and quotations and a few isolated principles. This new and true order of Professional Training for kindergartners has also been taken up by the Golden Gate Kindergarten Training School. So in time we shall have a class of kindergartners on this coast fully abreast of those of the east.

Normal Index Department

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WITH this number the present staff bids adieu to the readers of the INDEX. We have found journalism very pleasant work, so enjoyable that it is with regret that we lay aside the pen and feel that our "journalistic" lives are at an end—at least for a time. We desire to welcome the new staff whose worthy editor-in-chief is Mr. Beall, formerly one of the All Sorts editors, assisted by Miss Marion Orcutt of the Educational department. May success attend their efforts, and now farewell.

THE OPIUM HABIT.

MOLLIE NORTON.

As the principles and laws of morality form a most important part of a good education, they should be given grave consideration by every one anticipating the honored and important position of pedagogue.

We have learned that the teacher's duty is to lead the child not only men-

tally, but also physically and morally. The moral nature is by far the most important. Habits that are formed during early life are generally lasting and to change such habits requires constant and repeated efforts; therefore, the necessity of cultivating good habits in the young is of the greatest importance.

A far more terrible curse than even the alcohol habit is staring us in the face, and its victims are pleading for our help. This curse of curses is the opium habit. Let us first look into the nature of this harmful drug. Opium is the juice of the beautiful white poppy, and is a very complex substance, morphia being its principal ingredient. When in solution with alcohol it forms laudanum. The juice of the poppy is moulded into moist cakes, and for smoking it is boiled to the consistency of molasses.

Opium is generally taken into the system in one of three ways; by eating, by smoking, or by injecting it into the veins. The second way is the one most frequently employed.

In whatever way taken it produces a dreamy state of mind, during which the victim is seemingly "cast into a realm of bliss." When the dream has passed, a faint remembrance of it lingers in the mind of the unfortunate wretch, and in trying to look stern and sad reality in the face, he resorts again to the magical drug as his only relief. Alas for him whose will power is thus enslaved.

Opium was known to the ancients but its use for anything other than medicine is limited to the last century. For some time past the habit has been confined chiefly to the Chinese, but it has been rapidly on the increase and is now estimated to extend over 600,000,000 of the human race. It is spreading through all classes of society, the highest as well as the lowest; and as the amount of opium

imported into this country is on the increase, and the Chinese on the decrease, it is very evident that opium smoking is fast becoming a vice among the white people. From a Custom House officer of San Francisco I have learned that in six months 78,466 pounds of opium had passed through the Custom House of that city and nearly as much had been smuggled in, in various ways.

The unfortunate Chinese seem to have fallen a worse victim to the evil than any other nation. Are they entirely to blame? No. It is England's greedy hand that has made them what they are. The growing of opium in India is monopolized by England, and in vain have the statesmen of China remonstrated against trade. In 1840 their efforts ended in what is known as the "Opium War" and China is compelled to allow the drug that is ruining her people to enter her gates. The Christian Chinese women "are taunted with having adopted the religion of the 'foreign devils' who are making China into a hell by their opium."

The Christian merchants of England receive \$350,000,000 a year revenue while nearly twice as many human beings are being rapidly poisoned, body and soul. Is it not time that the moral sentiments of the world should be indignant?

In 1844 the commodious facilities for smoking opium could not be found in any Chinese quarter, but now the "opium couch" may be seen in almost every one of their houses. Let me picture to you one of these dens as it was described to me: "Passing along the crowded streets of a large city into a gloomy, narrow alley we enter a small low room in which are several persons gambling. Traversing a narrow hall and several apartments we reach a large but desolate looking room, very different from the others. All around the walls are low couches,

one above the other. On these lie the victims of the "opium devil." As we enter they stare at us with ferocious eyes, that, even though they look at us, seem unconscious of our presence. Through a long pipe one end of which is in the mouth and the other over a flame, the victims smoke the delusive poison. How motionless and silent are the forms in the opium den! Everything is in accordance with the work of death that is being done."

The introduction of large quantities of opium into this and other countries is a plague worse than war or famine. Can nothing be done to save humanity from this curse? In 1890 Rev. W. E. Roberts of Bombay went to China to discuss the question. He found the Chinese anxious to save their country from ruin, by securing the prohibition of the traffic, but fearful that any steps on their part would bring on a third war with England. At a recent meeting of the world's W. C. T. U., the matter was taken up and over 1,000,000 signatures were obtained, asking rulers of all nations to prohibit the sale of opium for various purposes. Only a short time ago petitions were signed by the church people of this country and sent to Congress, imploring its aid, and letters were received from different officers of the government, all promising their favorable consideration.

How many parents are probably unconsciously cultivating in their children a taste for opium in giving them such things as "Mrs. Winslow's Soothing Syrup," which contains one grain of morphia in every ounce; Godfrey's Cordial, containing one grain in two ounces, and the numerous patent medicines which contain more or less opium tinctured cigarettes which are stunting the growth and shattering the nerves of hundreds of the young.

Probably nothing can express to you more clearly the feeling of an opium eater than the following words of a victim: "God seems to help a man in getting out of everything but opium. There you have to claw your own way out over red hot coals on hands and knees, and drag yourself by main strength through the burning dungeon bars."

On us, as teachers will rest the important duty of instilling into the minds of the young a knowledge of the harmful and degrading effects of the habit of which I have briefly spoken. Let us put forth every effort to stay the tide of its progress and never rest until this vice of vices, which strikes directly at the individual; at the commercial prosperity of a country; and at the morality of the world, since it is a source of lying, of theft, of murder, and of suicide—shall, by the earnest efforts of all true lovers of humanity, assisted by the one Almighty Hand, finally be conquered and bound in everlasting chains.

ESCUINTLA, Guata, C. A.,
Aug. 21, 1892.

PROF. C. W. CHILDS,
State Normal School,
San Jose, Cal.

Dear Sir:—Since graduating in the January class of '92, I have neither taught nor been engaged in any other regular occupation.

Nevertheless, I have become very much interested in the schools of this country, which I find very different from those in California. One difference I discovered very soon after my arrival here, for when I expressed a wish to visit the schools, I was told that they receive visitors only during the yearly public examinations. The reasons for this I think are that it has never occurred to anyone to care to see the daily

work of the pupils, and perhaps it has occurred to the teachers that they would not care to have their daily work too closely scrutinized.

In spite of many difficulties, I succeeded last week in gaining an interview with the principal of "Belin College," the only public girls' school in Guatemala City. The college building is very large, containing more than ample room for its one hundred and fifty boarders (many of whom are charity pupils), one hundred day pupils, and twenty-five teachers. Like Stanford's University, it is built in the true old Spanish style. The patios, or inner courts are five in number, and contain nearly everything from a vegetable garden to the indispensable swimming-baths.

The class-rooms look comfortable, having good desks, a super-abundance of maps, scanty black-boards, and plenty of ventilation.

How easily that vexatious question of fresh air can be settled. Just borrow a slice of tropical climate, spread out your school building, native fashion, open all the windows and all the doors, and never more complain of close air or a draught.

After examining the building at Belin, I was permitted to see one of the higher classes in English, a subject which is taught during the whole of the eleven years course.

The pupils read very nicely in "Appleton's Third Reader," but as Spanish is their native tongue, they read English with a decided accent. Their writing is better than their reading, and they were able to select English verbs and form their different tenses.

This was only a review lesson, but it was evident that few, if any, of these teachers understand how to develop a subject properly. Fortunately the children learn very easily, and have good

memories, but on the other hand, they lack industry and home encouragement. Their attendance, too, is very irregular. One cause of this is the great number of national and greater number of religious holidays. There is a constant war between the church and the schools.

Another drawback to education is the small amount of wages received by teachers, and the uncertainty of getting what has been promised. Teachers of country schools get about twenty-five dollars a month, while the highest wages paid in the city are eighty dollars *in this nooney*. When such a sum is converted into gold, which is now at a premium of sixty-two per cent, it amounts to very little.

Belin College, from her graduates, furnishes most of the teachers and the best ones; but these can seldom be induced to accept one of the unattractive country schools. How would one of our Normal graduates enjoy teaching a class of half-dressed, not over-neat native children in a hut composed of upright sticks and a thatch roof. Such is the country school, where the children study aloud, Chinese fashion, and soon learn to be rude and noisy.

The wealthier class depend upon governesses or foreign schools to educate their children. The former are usually English, French, or German lady-like ladies, who receive good salaries and teach their pupils at least one foreign language. Languages are considered essential, music and painting are held in high esteem, and calisthenics and sewing are both taught in the girls' school.

There is no limit to the good a corps of efficient teachers might do in this country, but a foreigner can scarcely retain a position here for the natives are becoming extremely jealous of other nations, especially since the President has

the good judgment to select an American lady to rule over the presidential mansion. The principal of Belin, a Swiss lady, has labored for ten years in the College, but the press is doing all it can to secure her resignation. I hope it will not succeed for she is a noble woman working against almost insurmountable difficulties. Her place could not be filled by any native in the republic.

I sincerely wish that the Americans would take as much interest in Guatemala as do the German people. The latter are helping the country and at the same time making fortunes. It is an attractive place, with its strange customs, tropical beauty, and many resources. The geographies have slighted it sadly, but I am quite sure that any one of the Normal teachers would enjoy coming down here for a vacation tour. There is much to interest a botanist, naturalist or any one who would like to step back a few centuries in the world's history.

With best wishes to the dear old Normal, I remain,

Very sincerely yours,

MAUD GARDNER.

LITERARY.

BOOKS FOR CHILDREN.

Within the last few years there has been a complete revolution among books for children. Less than a century ago few good books for young people existed, and the books used in the school room were especially poor. As an example of some of the old text books, I give several extracts from a primer from which the pupils learned the A B C's and to read and spell.

"The dog will bite a thiel at night." By the side of this is the picture of a dog chasing a man who has a sack on his

back. "Youth forward slips, death soonest nips." Youth is represented by a boy who is running away from death, a skeleton with a scythe in its hand. Here is another line that reminds the child of death. "Xerxes the great did die, and so must you and I." This line, "Solomon speaks, his works are mild, Spare the rod and spoil the child," gives an idea of the sentiments of the times in regard to punishment. For every letter in the alphabet there is one of these rhymes, which teach nothing but the A B C's, unless it be strange ideas of this life.

In what striking contrast are the text books used by the child of to-day. Take for example the Sea-Side and Way-Side Series by Julia Wright, and the Natural Science Readers by Rev. J. G. Wood. By the use of these, at the same time that the child learns to read, write and spell, he learns some historical event, some scientific fact, or bit of natural history, which, being told in a charming manner, is not easily forgotten, but proves valuable to him in after work.

In short, the pupil is brought in contact with Nature, and in teaching him to love her, we try to cultivate sentiments such as Longfellow must have experienced when he wrote,

"So he wandered away and away
With Nature, that dear old nurse,
Who sang to him night and day,
The songs of the universe."

Besides the books directly used as text books, are the various supplementary works to be used by the teacher and her pupils. In the study of science, particularly geography, Frye's "Brooks and Basins" is a very valuable book. It is beautifully illustrated, and its purpose is to inspire children with a love for Nature, and lead them to make discoveries for themselves, thus cultivating the perceptive faculties.

The imagination and the sensibilities

are also cultivated by "choice quotations which lead to a more refining study of Nature." In the main the book is the history of the journey of a raindrop from the time it starts to the time it is "home to Old Ocean again."

Another excellent book is the Sea and Its Wonders, by Elizabeth and Mary Kirby. The purpose of this book is similar to that of Mr. Frye's, and, like his, it is fully illustrated. After a discussion of ocean currents, trade-winds, tides, cyclones, and regions of calms, all of which affect life in many ways, the reader is introduced to the inhabitants of the sea, both great and small. "Who were the First Miners," "Who were the First Architects," "Who were the First Weavers," "Who were the First Builders," and "Who were the First Paper Makers," compose a series of very interesting little books. The miners are the moles and the prairie dogs; the architects are the bees; the weavers the spiders, the builders the beavers, and the paper makers, the wasps. Other good books on science are "Silver Wings and Golden Fins," "Two Feet, Four Feet, and No Feet," "Water Babies," "The World by the Fire-side," and the "Pathfinder Series." The last named pertains especially to scientific facts regarding health, such as every child should know.

Little People of Asia, by Olive Miller, is especially interesting to children because it is about children. Miss Miller calls the baby of Turkey the "salted baby"; the "battered baby" lives among the Tartars; the "dyed baby" lives in Siam; and the "old man baby" in China. The author, treating the babies in this manner, gives a peculiar charm to her book at the same time that she teaches national customs.

Mara Pratt's American History Stories, owing to their simple and vivid language,

are especially adapted to use in the school room. There is a series of these books, covering the principal events in the history of America. All children love stories, but great care must be taken to select only standard ones. *Black Beauty* is an excellent book to teach children to be kind to animals. *Little Lord Fauntleroy* and all of Louise Alcott's works, especially *Little Women*, are standard stories. When the children want something funny, there is nothing they enjoy more than Palmer Cox's *Brownies Books*. They never tire of hearing of the pranks and adventures of these comical little people, "who are creatures of the night that vanish at daylight."

Fairy stories used to hold a high position, and were told the children at home and at school, and were given to the child to read for himself. The books already mentioned, and others similar, are in part taking the place of the old fashioned fairy tales, which are so dangerous to teach indiscriminately. Those which have no moral, or are degrading or terrifying in character, should never be taught. There is no sense in such stories as *Jack and the Bean Stalk*, *Blue Beard*, and even *Little Red Riding Hood* as sometimes told.

Mother Goose Rhymes have become really classical, and therefore we wish the children to know them. Hans Christian Andersen's *Fairy Tales* cultivate the child's imagination, and are not harmful. Edward Everett Hale has collected twelve stories of the *Arabian Knights*, which are all the child need know, as these are the only ones which have become classical.

There are several magazines adapted to children, in which are good stories, as well as more solid reading. The best ones are *St. Nicholas* and *Wide Awake*,

and among weekly papers, the *Youth's Companion*.

There is one side of child nature which is too often neglected, and that is the poetical side. "Every child is a true poet. The difference between a poet and other men is that a poet remembers his feelings as a child, others forget them." If this be true, ought we not pay more attention to this phase of child nature than we generally do? Children love poetry: they like the rhythm and the jingle, and it appeals to them as nothing else does. They even try to make rhymes for themselves, and in a few cases succeed.

Some of our best poets, Scott, Wordsworth, Bryant, Longfellow, Lowell, Whittier, and Stedman have written poems adapted to children, and Miss Mulock, Susan Coolidge, Lucy Larcom, William Hayne, have done likewise. Many of these poems are about the months and seasons of the year, some are on natural phenomena, natural history or science, and others are ethical. Great care should be taken to select standard poems, as these little gems learned now are to be a pleasure and a help in after years, and therefore should be something worth remembering. The above list shows there is an abundance to choose from, and we have no need to go to any certain sources for our poetry.

Here is a beautiful little gem, *The Pine Needles*, by William Hayne, an excellent example of what should be taught the children:

"If mother Nature patches
The leaves of trees and vines,
I'm sure she does the darning
With needles of the pine!

They are so long and slender,
And sometimes in full vein,
They have their thread of cobwebs,
And thimbles made of den."

SCIENTIFIC

MAP SKETCHING AND SAND
MODELING.

Sketching and modeling should be used as aids in obtaining correct geographical conceptions and as means of expressing or representing conceptions. Pupils should first sketch and model natural features of the country within the limits of their observation; as, a single mountain, a portion of a mountain chain, a canyon, a valley, a portion of a plain, or part of the bed of a stream.

In sketching, require pupils to draw outlines of mountains, cross sections of valleys and canyons, and to indicate the windings of a stream. Model in damp sand the same features. Make cross sections of the models by cutting through them at any point and pushing away one portion. Sketch the outline of the cross sections thus made.

In all of this local study, the pupil sees the real thing, then represents what he has observed. As soon as he begins to study any portion of the earth's surface beyond range of his vision he sees representations such as pictures, drawings, maps, and models, and from these forms conceptions of the real objects by comparison with similar things familiar through local or home associations.

A few facts concerning relative position and relative height of mountains, and positions of river basins with reference to these mountains deduced from such work as this will serve as a basis for a clear conception of the topography of any continent or country.

From his observation of local geography the pupil should have been led to see that mountains give shape and character to the land about him. Let him now observe good sand maps of the con-

tinents and he will discern that this is true here also. The teacher can impress this fact clearly by cutting through the axis of each great mountain system with a piece of crayon at the same time marking on the board beneath the sand. Brush away the sand and compare the lines traced through the sand map with outline maps of the same continents. It will be seen that the chalk lines are mostly parallel to the general outline of the continent, and that all that is required to make them alike is a little enlarging and filling in.

The pupil should thus be led to see that the first and most important thing to learn when studying the physical features of any part of the world is the relative position of the chief mountain axis. For illustration of this, let us suppose that the continent of North America is to be studied. First have pupils trace on any map the axis of the Rocky Mountain System from their northern extremity to the Isthmus of Panama. Next sketch this axis on paper, then model this system in sand. Do the same with the Coast System, beginning with Alaska and ending with Lower California. In the same way sketch and model the Appalachian System. Follow this by sketching and modeling the three systems in their proper positions with reference to each other.

Sketch the Mississippi and Mackenzie river systems and complete the sand map by sloping the sand properly from the mountains to the river beds on one side and to the sea shore on the other. This map gives a general idea of the principal highlands and the great primary and secondary slopes of North America.

This and a similar simple picture of each of the other continents should be indelibly impressed upon the mind of each pupil. From these simple elements

Georgia Bradshaw, Dec. '88, teaches in Collins District, Santa Clara Co.

Melvina Hendricks has charge of the Kelseyville school for the ensuing term.

Juliette A. Burns, June '92, has been teaching in Oak Dale District, Solano Co.

Alice Fountain, June '92, has been teaching in Chiles Valley District, Napa Co.

Since graduation in June '92, Annie Williams has taught at Great Western, Lake Co.

Gertrude Steans Dec. '87, has charge of the Receiving Class and First Grade of the Pleasonton Public School.

Thos. McGrath, Dec. '84, is Superintendent of Public Schools of Sierra Co.

Bettie Gwartney, June '92, is teaching in the intermediate department in the Sutter Creek School, Amador Co.

Miss Belle Bird, formerly Secretary of the Normal Reading Circle, and for a number of terms a teacher in Willow Glen District, Santa Clara Co., was on December 19, 1892, married to Mr. Pleasant F. Wood, of San Jose. THE TEACHER extends Mr. and Mrs. Wood its greeting and good wishes.

ALL SORTS.

What new kinds of compound adjectives is the class of Senior B2 manufacturing?

The news-boy's cap was quite becoming to Mr. M.—we think he would better give up his school work and accept his new calling.

What has been most indelibly impressed upon the Chemistry pupils this term? The odor of Chlorine.

The youngsters who inhabit Mars must be very stupid for a shower of P's has been predicted from there.

When the time comes for weeding out the school what will the Weed?

From all accounts Old Santa would have done better had he selected a file for P's instead of C's.

A pretty deer is dear to me,
A hare with downy hair;
I love a hart with all my heart,
But barely bear a bear.

All rays raise thyme, time razes all;
And through the whole hole wears,
A wit, in writing "right" may write
It "wright" and still be wrong—
For write and rite are neither right
And don't to write belong.

Beer often brings a bier to man,
Coughing a coffin brings;
And too much ale will make us ail
As well as other things.

The person lies who says he lies
When he is but reclining;
And when consumptive folks decline,
They all decline declining.

A quail don't quail before a storm
A bough will bow before it;
We can not rein the rain at all
No earthly powers reign o'er it.

The dyer dyes a while, then dies—
To dye he's always trying,
Until upon his dying bed
He thinks no more of dyeing.

A son of Mars mars many a sun;
All Deys must have their days,
And every knight should pray each night
To Him who weighs his ways.

'Tis meet that man should mete out meat—
To feed misfortune's son;
The fair should fare on love alone,
Else one cannot be won.

A lass, alas! is something false;
Of faults a maid is made—
Her waist is but a barren waste,
Though staid, she is not staid.

The springs spring forth in spring, and
shoots

Shoot forward, one and all;
Though summer kills the flowers, it leaves
The leaves to fall in Fall.

I would a story here commence,
But you might find it stale;
So let's suppose that we have reached
The tail end of our tale. ANON.

FINE PRESENTS

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NORMAL GRADUATES

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of the Pacific Coast.

OFFICIAL ORGAN of the ALUMNI ASSOCIATION of the
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PROF. JOSEPH LE CONTE in this number presents, in our leading article, one of the ablest and briefest expositions of evolution as applied to human progress that has ever been written. In the short space of eight pages is crowded the ripened results of a lifetime of the thought and research of the world's greatest scientists.

The article is not adapted to the reader who does not care for study and philosophic thought; to those, however, who have minds cultivated sufficiently to enjoy a walk in the byways of deeper science, we offer this article; to others we would give the advice, keep it for reference and read it when you're older.

IT IS EXPECTED THAT THE RAILROAD representatives now in session in Chicago will be able to definitely settle rates for the Exposition. Present indications are that California will get nothing better than a rate equal to one half present rates. Cost of transportation is an important item of expense to Californians who intend to visit Chicago and we hope the railroads will see the wisdom of a generous pruning of rates on this matter.

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ool Review which should come

to many subscribers of this magazine has been remodeled, and is now known as a *Youth's Magazine*. If you have subscribed for the same and don't get it please inform us.

IT is with sorrow we announce the death of Mrs. F. M. Campbell of Oakland, one of the noblest women that has ever been employed in the educational work of California. Mrs. Campbell attended the State Educational Association convention in December and there contracted the illness which ended so sadly on the 27th of last month. Deceased was the wife of Mr. F. M. Campbell ex-State Supt. of Public Instruction and served as deputy State Superintendent during her husband's term of office. In Mr. and Mrs. Campbell California had

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faithful, conscientious and able guardians of her educational interests, and the State will never forget the self-sacrificing earnest work performed by them. Personally, Mrs. Campbell was helpful, kind and fervent with good-will. She builded better than she knew in many a heart, and will never be forgotten either by her devoted family or by the many whom she befriended. We extend our deepest sympathy to Mr. Campbell and his family, knowing from the experience which sooner or later, comes to all mankind, how lonesome is the heart when the light of a noble soul goes forth.

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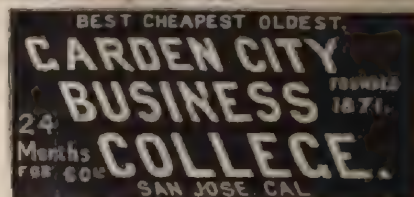
LITERARY NOTES.

Messrs. Houghton, Mifflin & Co., of Boston and New York, have compiled a new and unique catalogue for the use of those interested in School Libraries. Its strong feature lies in the fact that the books listed are wholly from those adopted by the Boards of Education of some seven or eight important states for their Public School Libraries. Thus each book has the especial recommendation of having been selected by competent authorities, making the catalogue particularly desirable for the use of any one who is choosing books for young people, either for public, school, or home libraries.

The size, kind of type, number of pages, and price of each book are given, with a brief description or comment imitating its contents and general aim. Figures representing the school grades for which the book is considered suitable are entered in the margin.

The publishers will be pleased to send a copy of this catalogue to any one who is interested in School Libraries.

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The Pacific Coast Teacher.

VOL. II.

MARCH, 1893.

No. 7.

MEMORY'S PLACE IN EDUCATION.

A Glance at the World's Greatest Educators and Their Theories.

BY W. T. GOODEN, PANA, ILL.

THE history of pedagogy is immediately concerned with, and gives prominence to, two distinct methods of instruction, known on the one hand as the subjective, idealistic, or Socratic; on the other as the objective, realistic, or Baconian. As early as the fifth century B. C., Socrates taught the main object of instruction to be the development of the intelligence through what is within; "that the human mind in its normal condition discovers certain truths through its own energies, provided one knows how to lead it and stimulate it." The subjective method, though it had been practiced for many centuries before the birth of the illustrious philosopher who has given his name to it, assumes that instruction must take place from without, and its adherents busy themselves with storing the mind with positive knowledge,—cold facts.

Divesting as much as possible the phraseology of this discussion of philosophical and pedagogical technicalities, more or less distasteful to the average hearer, I shall endeavor to show the predominance of the method that deifies the memory, and at the same time its very mischievous influence on our educational

history, supporting meanwhile my own assertions with the unimpeachable testimony of educational experts whom the orthodox teaching fraternity delight to honor.

So far as it is possible to discover, the earliest education involved the constant use (or abuse) of the memory. Especially was this true among the Chinese, where, from time immemorial, positions in the civil service have been obtainable only through examinations of the most rigid character, in which the verbal memory alone was tested, demanding, says Dittes, an educational method, not of a developing but of a communicating nature, and producing, says Dr. W. T. Harris, by the exclusive training of that single faculty, "a conservative people without aspiration and firmly bound to the established order of things."

In the first century A. D., Plutarch, who must be admitted to a place of no mean rank as an educator, although he recognized the true value of the memory, which he styles the "treasury of knowledge," was greatly interested in the stimulation of the intelligence, as is evidenced by his famous maxim, "The soul is not a vase to be filled, but is rather a hearth which is to be made to glow," ut-

tered, says Compayre, when he was thinking not alone of moral education, "but also of a false intellectual education, which, instead of training the mind, is content with accumulating in the memory a mass of indigested materials."

During the Middle Ages, "The supreme importance attached to the Scriptures," says Mr. W. H. Payne, "made education literary; made instruction dogmatic and arbitrary; exalted words over things; inculcated a taste for abstract and formal reasoning; made learning a process of memorizing; and stifled the spirit of free inquiry."

Though unfortunately but little realized in its practice, the theory of education in the sixteenth century was much in advance of that of the fifteenth. An emphatic protest against the conception that education is a process of manufacture, that teaching consists in imparting information, was inaugurated and the idea that education is a process of growth, that the purpose of instruction is formation, discipline, training, was promulgated in its stead.

Although an acknowledged realist, Rabelais denounced in unmeasured terms the old education. At the outset his Gargantua labored incessantly for twenty years, learning so perfectly his books that he could recite them backwards and forwards, profiting him nothing, making him, as his father discovered, "A mad-cap, a ninny, dreamy, and infatuated."

Old Roger Ascham, the tutor of England's 'Virgin Queen,' speaking of the grammar schoolboys of his time, says, "Their whole knowledge, by learning without the book, was tied only to their tongue and lips and never ascended up to the brain and head, and therefore was soon spit out of the mouth again. They learnt without book everything, they understood within the book little or nothing."

Montaigne deprecated the exclusive training of the memory, giving expression to his repugnance in the following quotation: "We labor only at filling the memory and leave the understanding and the conscience void. Just as birds sometimes go in quest of grain, and bring it in their bills without tasting it themselves, to make of it a mouthful for their young; so our pedants go rummaging in books for knowledge, only to hold it at their tongues' end and then distribute it to their pupils."

Though he belongs both to the sixteenth and the seventeenth century, I shall introduce at this stage what may be termed, if you please, the testamentary evidence of the reputed founder of the realistic philosophy. Macaulay, in his review of Bacon's life, has given us an insight into his real views on the cultivation of the memory. I quote the reviewer's own language. "He (Bacon) acknowledged that the memory may be disciplined to such a point as to perform very extraordinary feats. But on such feats he sets little value. The habits of his mind he tells us, are such that he is not disposed to rate highly an accomplishment, however rare, that is of no particular use to mankind. As to these prodigious achievements of the memory he ranks them with the exhibitions of rope-dancers and tumblers. 'The two performances,' he says, 'are much of the same sort; the one is an abuse of the powers of the body, the other an abuse of the powers of the mind. Both may, perhaps, excite our wonder, but neither is entitled to our respect.'"

Nor must we pass without notice the pedagogy of the Jesuits, who, says Quick, "did little beyond communicating facts, and insisting on their pupils committing these facts to memory. * * * Originality and independence of mind, love

of truth for its own sake, the power of reflecting, and of forming correct judgments, were not merely neglected—they were suppressed." "They reduced education," says Compayre, 'to a superficial culture of the brilliant faculties of the intelligence;' cultivated the memory, says Rosenkranz, 'as a means of keeping down free activity of thought and clearness of judgment.'

Passing to the philosophers of the seventeenth century we encounter Descartes, "who was educated under the Jesuistic regime, condemning their barren teaching and formal instruction." In the promulgation of his principle of free inquiry we are told that he revolutionized philosophy, banished from the school the old routine, the mechanical processes and exercises of pure memory, and made a demand for rational methods that excite the intelligence, awaken clear and distinct ideas, and provoke judgment and reflection.

Malebranche is an extremist who would abandon entirely sense instruction and nourish the child on abstract truths alone.

Locke, although he is said to typify the realistic school of his century, negatives the question of learning by heart. "I hear it said," says he, "that children should be employed in getting things by heart, to exercise and improve their memories. I would wish this were said with as much authority and reason as it is with forwardness of assurance, and that this practice were established upon good observation more than old custom. * * * But the learning pages of Latin by heart no more fits the memory for the retention of anything else than the graving of one sentence in lead makes it the more capable of retaining more firmly any other characters."

In the eighteenth century we find

Rousseau giving utterance to the following convictions:—"In any study whatever, unless we possess the ideas of the things represented, the signs representing them are of no use or consequence. A child is, nevertheless, always confined to these signs, without our being capable of making him comprehend any of the things which they represent. * * * And yet what dangerous prejudices do we not begin to instill by making them take for knowledge words which to them are without meaning? In the very first unintelligible sentence with which a child sits down satisfied, in the very first thing he takes upon trust, or learns from others without himself being convinced of its utility, he loses part of his understanding; and he may figure long in the eyes of fools before he will be able to repair so considerable a loss. No; if nature has given to the child's brain that pliability which renders it fit to receive all impressions, it is not with a view that we should imprint thereon the names of kings, dates, terms of heraldry, of astronomy, of geography, and all those words, meaningless at his age, with which we weary his sad and sterile childhood."

That Condillac comprehended in no small degree the value of personal reflection is evidenced by his writings. "I grant," says he, "that the education which cultivates the memory may make prodigies, and that it has done so; but these prodigies last only during the time of infancy. * * * He who knows only by heart knows nothing. * * * He who has not learned to reflect has not been instructed, or what is still worse has been poorly instructed. True knowledge is in the reflection, which has acquired it, much more than in the memory, which holds it in keeping; and the things which we are capable of recover-

ing are better known than those of which we have a recollection. * * * Reflection can always recover the things it has known, because it knows how it originally found them, but the memory does not so recover the things it has learned because it does not know how it learns."

Kant was an earnest advocate of the Socratic method in the exercise of the reasoning faculties in the mind's true development. "Men who have nothing but memory," he tells us, "are but living lexicons, and, as it were, the pack-horses of Parnassus."

In the theory of development which underlies the Pestalozzian view of education, the impartation of knowledge holds, if any, but a subordinate position. "Education," Pestalozzi tells us, "instead of considering what is to be imparted to children, ought to consider first what they may be said already to possess, if not as a developed, at least as an involved faculty capable of development."

The theory of education in the nineteenth century is largely utilitarian in its character, and consequently tends toward the overwhelming of the memory with the multitude of facts which belong to the mastery of such subjects as naturally pertain to the courses of instruction. And yet we find accredited to Herbert Spencer, one of the ablest advocates of the utilitarian idea, the following as denunciatory of the cramming proclivities of the earlier instruction: "The once universal practice of learning by rote is daily falling into discredit. * * * The rote system, like other systems of its age, made more of the forms and symbols than of the things symbolized. To repeat the words correctly was everything, to understand the meaning nothing; and and thus the spirit was sacrificed to the letter. It is at length perceived that in

this case as in others, such a result is not accidental but necessary; that in proportion as there is attention to the signs there must be inattention to the things signified."

That the cultivation of the memory at the expense of the higher order of mental activities, producing its baleful effect alike upon national and individual life, is not confined to the past, ocular and auricular evidence is not wanting to the fact. Moreover, abundant testimony is at hand to reinforce our own observations. Speaking of science teaching, the *Pall Mall Gazette* observes, "The scientific discoverer does the work, and when it is done the school-boy is called to witness the result, to learn its chief features by heart, and to repeat them when called upon, just as he is called on to name the mothers of the patriarchs, or to give an account of the Eastern Campaigns of Alexander the Great."

"Although every great teacher from Aristotle until now," says the *London Globe*, "has insisted on a more rational method, we are still tyrannized over by the tradition that education is synonymous with the acquisition of knowledge, consequently, instead of endeavoring to train young minds how to reflect, how to reason, our teachers aim solely at the inculcation of truths. * * * Tell the most ignorant of nurses that the best way to develop a child's *physical* powers is to keep it absolutely passive while you force into its stomach as continuous a supply of nutritious food as it can accept, and she will laugh at you. But note how closely akin to this is the plan upon which it is usually proposed to develop the *mental* powers. The brain, that sensitive intellectual stomach, is loaded with a mass of heterogeneous facts. Date is added to date, mountain-height to mountain-height, and river-length to

river-length, population to population—until time or finance fails. Then the education is said to be complete. In vain do thoughtful observers protest. In vain do they urge that digestion and assimilation are as necessary to physical as to physical health. * * * * From alphabet to graduation, the greater part of every year is passed in gorging the memory as though it were a veritable boa-constrictor. Among the arts and sciences of a popular curriculum, reflection has no place. * * * To give a boy or a girl facts instead of faculties is to substitute memory for mind. When all the energies are devoted to this exclusive end four-fifths of the mind may be said to be in danger of atrophy; the remaining fifth of hypertrophy. And all too frequently, between the excessive stimulation of the one and the inanition of the remainder, an intellect which might have dowered its possessor and enriched the world sinks into a lethargy capable of neither."

Quick tells us that one of the greatest wants in English education of to-day is an ideal toward which to work. University and non-university men alike aim at storing the memory of their pupils with facts without reference to what knowledge is or is not worth knowing; or what faculties the pupils possess; or how said faculties should be developed. Nor, if we are to give credence to the astounding revelations of Dr. J. M. Rice, as published in the *Forum* is such teaching confined alone to England and English schools; neither indeed to the public school system, if we accept the testimony of Dr. Morgan in his "Studies in Pedagogy."

As in ye olden time it was said that "All roads lead to Rome," or in more modern days, as a great metropolitan daily puts it, 'to the World's Fair,' so

the 'signs of our times' all point to a great "intellectual debauchery." Evidences of the foregoing are traceable in the immoderate sales of "Teachers' Examiners;" of the "M. Questions and Answers" series; in the popularity of those school journals that publish long lists of examination questions with the answers appended in "keys" wherewith to unlock our mathematics, and "ponies" that beget an ambling gait in the study of our languages.

Fellow teachers, the picture is not overdrawn. Despite protest and caricature, pernicious methods of instructions are universally prevalent. Quoting Mrs. Besant, London's great theosophist, in her recent lecture before Chicago's *elite*, "We have no right to trifle with solemn facts."

Seriously, I believe the hour is ripe for reform. This reform, like charity, must begin at home. Are we groping, as it were, in the intellectual darkness of the Middle Ages, with a belief that education is a process of manufacture, let us awaken to that truer conception that it is a process of growth.

If with lethargic indolence we have been content to follow in the wake of traditional methods, it behooves us to rid ourselves of the stupefying influence that so long has hindered educational progress. If, as charged, in class room and in institute it be our constant endeavor "to ascertain what specific and mechanical methods have proved successful by experiment, rather than to settle by fixed laws what methods must be successful," let us lay fast hold upon the study of mental science and weary not in well doing until we are thoroughly familiar with "the specific relations of knowledge to mind" and the best possible methods of awakening the intellectual activities. Then, and not

then, shall we see hope swallowed up in fruition,—the advent of the second Renaissance.—*The School News*.

EDUCATIONAL COURSES IN BERKELEY.

BY FRANK M. MAY.

In May 1889, the Regents of the University of California passed the Resolution "that the Academic Senate be authorized to announce the intention of this Board to establish a course of instruction in the Science and Art of Teaching as soon as the same can be properly organized. In course of time, as a sequence of this resolution, a chair of pedagogy was established, and courses in the science and art of teaching were formulated; Prof. Elmer E. Brown, of Michigan University, was secured to take charge of this department, and, in August '92, actual work was begun.

The purposes of this department are to give the university student opportunity for instruction in the principles and history of education as a part of a liberal culture, and, more especially, to provide professional pedagogical instruction to those who wish to teach.

By a regulation adopted in May '92, by the Academic Senate, graduates of the State Normal Schools are admitted without examination to the university as special students. Special students, though not regular candidates for degrees, may be quoted a degree upon completion of a total of studies equivalent in value to that of a regular course. They have greater liberty for election of studies upon the regular students, being allowed to choose any study they are fitted to take. This regulation forms a connecting link between the Normal Schools and the University, and gives Normal graduates an opportunity to gain

a more extended and thorough knowledge of any special subjects which they may wish to teach. It gives them, also, valuable additional work in a professional line.

There are at present seven courses: 1. The Art of Teaching; 2. School Supervision; 3. History of Education, earlier period; 4. History of Education, latest period; 5. Theory of Education; 6. Origin and Development of School Systems; 7. Seminary Work.

During the first term of this year, courses 3 and 5 were given. The History course consists of text book work supplemented by reading and by lectures. The course embraces the general educational history from earliest times to the time of Rousseau. Painter's history is used as text; Quick's "Educational Reformers," Compayre's "History of Education," Browning's "Educational Theories," Hailman's "Educational History," and other works are used for supplementary reading. The course in Theory deals very thoroughly with the life, works, and theories of Pestalozzi, Herbert and Froebel.

In connection with this course, we had the pleasure of seeing and hearing "Father Krusi," who was so faithful and enthusiastic a worker with Pestalozzi. He spoke to us for an hour on Pestalozzi and his work.

Mr. Krusi's home is now in Alameda. He has in his possession one of the first editions of "Leonard and Gertrude" and also some scraps of Pestalozzi's manuscript. These he brought over for our benefit.

This term's courses 1, 4 and 7 are being given, leaving two courses, School Supervision and Origin and Development of School Systems for next year.

The course in the art of teaching consists of lectures and text-book work on

educational practice, with observation work in Berkeley, Oakland, and perhaps San Francisco schools.

The course in history is a continuation of the first term's work, completing the general history of education from Rousseau's time to the present, and making a thorough study of the educational history of the United States. Boone's "Education in the United States" is used as text for work on United States.

The Seminary work is for the comparative study of schools and school systems, comparing the systems of the different states with each other and with the systems of some of the leading countries of Europe.

Upon the completion of these courses,

which, with a certain amount of required work in other departments, occupies two years, a certificate will be granted stating the fact of such completion. Graduates of the State Normal Schools are not required to take the course in the art of teaching to obtain this certificate.

It will be seen at a glance that the opportunities offered by the University in connection with this department are of great value to Normal graduates who wish to prepare themselves for efficient work in the secondary schools. We hope that the representation from the Normal schools may increase from year to year, and that a closer relationship may be established between them and the University.

KINDERGARTEN AND PRIMARY DEPARTMENT.

Devoted to the Psychology of Childhood, Scientific Study of Children, and Kindergarten System and Its Application to the Public Schools.

Edited by MR. C. H. MCGREW, Secretary of California School of Methods, and Principal Professional Training School for Kindergartners and Primary Teachers.

All communications for this department should be addressed to MR. C. H. MCGREW, Box 995, San Jose, Cal.

LAWS OF CHILDHOOD.

IN the last issue of the TEACHER, I concluded a brief exposition of the Sociological Laws. It was seen that these great outpourings of life forces bore also upon the physiological and psychological side of human nature. I shall now take up and expound briefly the general psychological laws that control mind development.

PSYCHOLOGICAL LAWS.

These laws deal more with the general development than with the specific manifestation or activity of any faculty. They

are even more general than the processes of Attention, Comparison and Association. They are intimately bound together and might be all grouped under two general forms—power of receiving impressions and developing concepts, and the power of expressing these concepts. But for the sake of clearness, I will present the subject in a more analytical form.

1. *Law of Sensibility*:—This law or condition holds throughout all life. The lowest forms of plant and animal life are sensitive only in an infinitesimal degree as compared with the highest of man.

And as we rise in the scale of organization and complexity of life, beings become more sensitive to their environments. As a rule animals are more complex and sensitive than plants, and man the most complex and sensitive of all living beings. And among human beings there is a vast difference in this capacity always. In the course of time and development this power of receiving impressions becomes differentiated into the capacity for pleasure and pain, and as these conditions become more marked, the capacity for development becomes greater. And following pleasure and pain in organic life, we find a differentiation of general and special sensation—the latter developing from the former.

Thus the child becomes a being of general and special sensation from his capacity to receive pleasure and pain. And in this period of his development his mental unfolding and development begins. Upon his capacity to receive impressions from without depend his mental development and training. Consequently all true education begins in sense impressions and perceptive processes. In children vast difference is observed in this perceptive power—some are many times quicker and more sensitive than others. Some children seem to swim and sleep in a sea of sensations without apparently perceiving and conceiving. It is difficult to say why this is. No doubt temperament and physical organization have much to do with it, but it seems equally certain the strength and hereditary character of the life forces have also much to do with such conditions. These conditions sometimes change, and as is often observed the dull boy becomes the genius in after life. And one of the ever present traits of geniuses is their ceaseless mental activity. Hence the use of the powers and

training received often make the genius.

In adult life and the more complex mutual operations, this power to receive impressions seems to be greatly extended. This is especially marked in some phases of nervous diseases and morbid psychology. Persons who have become morbidly sensitive to the forces and objects in their environment are now called psychics. Many of the occult phenomena, and perhaps all, may be explained in time by science as a highly developed power to receive impressions, not observed by the masses of human beings. This seems to be the very probable solution to much of this mysterious mind phenomena, and many of the best balanced scientific minds of the world have a faith that this will be proven true. Of course, the ultimate problems of what mind, force and matter are may remain still unsolved. But this mysterious occult phenomena, which has given rise to so much superstition and fraud, will be brought under the domain of one of the great natural laws of mind manifestation. It is thus we see the many relations of this Law of Sensibility to mind development and life.

2. *The Law of Mental Activity:*—The power to receive impressions from his environments awakens in the human being many forms of action of the life forces. In a word these may be noted as Physical, Instructive, Emotional, Intellectual, and Volitional. Each form involving the previous kinds of action in its own. Thus to some extent a voluntary act involves the physical powers, instincts, emotions and intellect; and there is no such a thing as an emotion without intellectual action, or an act of the intellect without involving the emotional capacity. Thus we see all the mind activities closely blended, arising out of the condition of sensibility. This gives rise

to the many varied and complex manifestations of mind, which are all controlled by general and special laws.

For the sake of clearness I will speak of each kind of mind activity separately, though they never occur singly but are always connected with their activities. Out of sense-impressions arise instinctive acts. These are tendencies, and are powerful incentives, in the child's being, and result in making the child feel, think or act in certain directions. There are a large number of these tendencies locked up in the child's being from race habits and heredity. Practically Instinct is a vague order of intelligence, and a very reliable kind of intelligence that comes from experience of the race.

In the order and scale of clearness emotion comes next. It is a feeling an impulse more or less strong, and with a distinct tone of pleasure or pain. This emotive feeling and impulse is always in association with an idea more or less clear. Emotion is the most constant manifestation of mentality human beings have. Emotion rules the world more than thought. Some of its forms are equally as high as the highest thought, for it is associated with the highest thinking. Child life is especially rich in emotion compared with thought. The emotional capacity varies greatly in different persons. As a rule it is greatly increased with education and culture. The different degrees or shades of emotion the average man or woman can experience are very great—probably thousands.

The law of mentality next manifests itself in the Intellectual processes—in the development of concepts out of the elements of sense-perception. These processes are a dozen or more in number, commonly called faculties. In each process the concept undergoes some modifi-

cation, such as becoming more abstract, more general, and more ideal. The various changes made in our concepts, their classification, comparison, and deductions therefrom, constitute the process of thinking. Thinking involves the vigorous action of any, and generally all, our faculties more or less. There are all grades of thinking, the simplest forms are seeing, hearing, perceiving and memorizing. To analyze, abstract, classify, invent and create, judge and reason are more difficult processes, and call forth more vigorous and strenuous efforts of the mind.

Lastly the mental action of willing is more complex than any previous forms of mind manifestation, and involves in a measure all other activities. Willing is the highest outcome of our mental life. To will is to feel, to think, to decide, to exert both mental and physical strength in doing. It is thus that willing is less common than any other form of mind activity. Will power constitutes the essential elements of character and personal merit. For this reason in all educational work much more emphasis should be put upon will-training than is now done. Training in education is a much more important factor than instruction.

II

A GREAT STEP FORWARD.

One of the greatest forward steps taken in Kindergarten work in California is the preparation and adoption recently of "Symmetrical Outlines of Development and Training for the Golden Gate Kindergartens." These outlines have recently been prepared by Mr. C. H. McGrew at the special request of Mrs. Sarah B. Cooper for all the kindergartens under her supervision—some thirty-five in number. They will go into use in

these kindergartens in July. The outlines have been very neatly printed in a small pamphlet of 34 pages. Several thousand copies have been printed, and many of them will be distributed at the World's Fair in Chicago. Besides being used in the Golden Gate Kindergartens, several private and independent kindergartens have asked the privilege of using them in their schools.

The aim of the Outlines is to systematize, round up, unify, educationalize and direct all the work of the kindergarten to harmonious and practical results; and to weed out waste and dead exercises. To furnish a natural and scientific course of development and training for the child from four to seven and especially fit him for the more formal work of the school. It is the first complete outlines that have been prepared in America to guide and direct the work of any number of kindergartens. It carries out more fully than Froebel was able to do in his lifetime his ideas of all-sided and harmonious education, and at the same time embodies all that is best in improvements and methods made in our day.

The outline makes the child the center of all education, and brings to his unfolding life those subjects and exercises that his growing capacity requires. The child's life and its unfolding controls all work and exercises. They provide for a two years course of development and training. The elements of all subjects the child will ever after study in school and college are brought to his mind according to his capacity. In a word the child is given a complete view and mastery of his world as far as his development will permit. All subjects of study and exercise are grouped into five sections—Form, Number, Life and Nature, Social Science, Language and Expression. And each group is divided

into subjects, and each subject is outlined separately for two years work—and outlined in the natural order in which the child's powers require it to be given. Thus we have provided an all-sided and symmetrical course of development for the children in the kindergartens. Such a course would be a great blessing in unfolding and rounding up a child's life forces and giving a mental balance. The outlines have already received the endorsement of several of the highest educational authorities in the country. It will be a splendid thing for the kindergartners who rise to the spirit and opportunity of these outlines and make themselves capable of teaching the beautiful science and art they embody. In setting forth the aims and principles of the outlines I can not do better than to quote from the instruction by Mrs. Cooper as follows:—

"Harmonious and all-sided education was ever on the lips of the immortal Froebel. The true kindergarten has it, within its possibilities, to give such development. And it comes nearer giving a complete and all-round education to the human being within its field than any other institution. Yet I have never seen my ideal in all respects in a single kindergarten, east or west. The highest authorities on education recognize the tendency to one-sidedness in kindergarten work as elsewhere. One kindergartner puts the emphasis of her efforts into music and song; another into stories; a third into pricking and sewing, a fourth into paper-folding and cutting; while all are liable to neglect life and Nature study. In order to remedy this one-sidedness and improve our work in other respects, these Outlines of Development and Training have been specially prepared for the Golden Gate Kindergartens. We hope and believe a fair trial and wise use will produce the following results:

1. To systematize, round up, and make the work all-sided in the different

ergartens, and to unify all the kindergartens, into a system.

To educationalize all the work, weed out waste exercises, dead and useless work.

To provide an all-round course of training for our children, so we may be able to show better the effects of kindergarten training on child life and retain children until they are prepared for public schools.

These Outlines have been carefully systematically prepared by Prof. C. McGrew, M. Ph., Principal of the California School of Methods for Teachers and Kindergartners, San Jose, Cal. They are the result of years of thought and study. About six years ago I requested Prof. McGrew to make out a plan for a Professional Training School and a Model School beginning with the kindergarten. He wrought out a plan for an Ideal Professional Training on kindergarten principles with full courses of instruction and training, providing for two years' kindergarten work in the Model School. Recently he has carefully revised the two years' kindergarten work for the use of the Golden Gate Kindergartens. At his request our kindergarten Trainer, Miss Anna M. Stovall, carefully revised the Outlines, and I gladly approve them. Prof. McGrew's varied experience and his scientific study of the Child Mind and Education for years, specially fits him for the difficult and delicate task of preparing these outlines. A brief examination of any one of them, will show how sympathetic and closely the author's mind has followed the unfolding intelligence and growing capacities of the little child."

KINDERGARTEN FICTION.

Every good thing is counterfeited. Every great principle and idea is misunderstood by many, and distorted from its original and proper uses. The simple beautiful kindergarten shares in this fortune. There is a class of persons, mainly women, from over strained religious sentiment on the one hand, and ignorance of Nature and Science and the

child mind on the other, that insist in covering over all kindergarten work and kindergarten training with far-fetched, vague, ethereal semi-religious and speculative symbolism. They pass by the simple, the natural, the common sense, the rational and beautiful in the kindergarten and go to the furthest stretch of the imagination in the bounds of space to explain the kindergarten meaning. Possibly many of them think the kindergarten would not be learned enough in its principles and philosophy unless they enshrouded it with this mysticism, with this far-fetched and absurd symbolism. Let me illustrate with actual examples collected from kindergarten work, kindergarten training courses, and kindergarten literature this great abuse.

Beginning with the first gift the student in the training classes of such persons is taught that the ball was chosen by Fröbel because it is a symbol of the world, the universe, of the stars, and because in its movements it symbolizes the movements of the planets and universe to the child, and especially because it is a symbol of the divine unity in the universe, and the child loves it because he sees vaguely that inner connection between himself and the divine unity which it symbolizes. These are not exaggerated statements. I have heard and read them many a time. But could anything be more absurd? Do they not sound like the statements of insane and unbalanced minds? And yet in some localities they are repeated over and over year after year, and the poor, gulping, unthinking girls in the training classes sit and take it all in with the feeling that it must be so, some how.

To simple, common sense and scientific minded people the child loves the ball because in his play it gives him an opportunity to move, run, frolic, and even

imitate its movements. It is mobile, and only represents to him things in his world with like characteristics. Again these over sentimental people say when the child peers into the bird's nest, it is not to see the eggs, the young birds, to find out all he can about the interesting little family and thus gratify his desire for knowledge, and in a word gratify his curiosity, but it is because he is seeking in the bird and nestling the divine symbol of mother love. Again the child is not attracted to the flowers because their colors delight the eye and their odors are pleasant, nor because the beauty of form, arrangement and manifestation of life make him feel a oneness with all life, but because his soul is still grasping after that divine unity behind all things sensuous. Still again the child does not love light because it appeals to his natural life, is necessary to the pleasure of seeing and living, but because it is a symbol of the divine intelligence.

This kind of fiction and nonsense is vended out ad nauseum, and in no small degree brings unkind criticism upon the true kindergarten and makes enemies to the cause. In no sense did Froebel sanction anything of the kind, nor do the highest authorities in the old and new world. No man or woman who has the true scientific and philosophic insight into the system would ever go astray on such symbolism. These same sentimentalists even insist in Nature Study and Science Work in the kindergarten of substituting symbols for real things for nature. For instance the nature lesson is to be given upon a fish or beetle. Don't trouble about the real fish or beetle. Make a fish out of lentils, dots or ellipsoids, and make beetles out of ellipsoids by striping and spotting the backs. These will do just as well as real specimens, for you know it

is the symbol that appeals to the child.

Thanks to thinking men and women these unscientific and absurd practices are confined largely to half-trained and ignorant persons. They do the greatest harm perhaps in trying to train other persons, ignorant of the requirements of good training and thus reproduce the kind as dabblers and unsuccessful workers. The little child will instinctively acquire knowledge according to Nature from the material and work whatever explanation of symbolism such may put upon his exercises. The greatest need of the kindergarten to-day after being educationalized in all its exercises, is to be infused with a large spirit and element of naturalism. Nature study should be infused into all its life and exercises. Done in the right spirit and method it would largely correct this absurd symbolism. The child throbbing with natural life, and fresh from his plays and revels in Nature, should continue his communion with Nature in the true kindergarten.

KINDERGARTEN NEWS AND NOTES.

Miss Helen A. Dewey, graduate of the Illinois State Normal School and for several years training teacher in the Wisconsin Normal School, has come to California to study Psychology of childhood and education. She has entered the California School of methods and is making a special study of Psychology, History of Education, Kindergarten and Primary Education with Mr. C. B. McGrew.

New York City has moved into the establishment of Public School Kindergartens in earnest. They are to open ten kindergartens in April. Others are to follow soon. It will not be long before every part of the city will have the public school kindergarten. When one

ed in a city every section clamors for kindergarten, and demands it on grounds of equal justice.

The Illinois Legislature has just passed a law permitting school boards in cities and towns to establish public school kindergartens for children from four to six years of age. This will make a great demand for well-trained kindergartners in that State. Indiana, Wisconsin, Iowa and California have similar laws or else are about to pass laws to the establishment of kindergartens without restriction. Thus the work spreads, and in a few years public school kindergartens will be as numerous as primary schools.

The enrollment of the California School of Methods in the Professional Training Department numbers forty-six this present year in the three classes Junior, Senior and Post Graduate. A large number of Post Graduates and Seniors will graduate in June as Professionally Trained Kindergartners and Primary Teachers. These graduates will be fitted to take charge of any kindergarten or primary grade, and can teach interchangeably in the kindergarten and primary school. Their training specially fitted them to introduce the kindergarten into public schools. These young women will be in demand as was the year graduates for just such work. They will go out competent to teach fully the vast host of all demands.

Recently the editor had an opportunity of examining the Kindergarten Exhibit at the Golden Gate Kindergartens—just prior to the World's Fair. Considering the time, only since January, the exhibit has been in preparation, it is a very creditable representation. Mrs. Cooper, Miss Stovall, Miss Cooper and the teach-

ers have worked very faithfully and unitedly to make a successful exhibit. At least a year should have been devoted to this work.

The Chicago Free Kindergarten Association is to have charge of the Kindergarten Department of the new Armour Institute. Hereafter its Training Classes will be conducted in the Armour Institute, and the Institute will confer the diplomas.

Prof. Richard G. Boone, author of the only "History of Education in the United States" so far published, pays Prof. C. H. McGrew a fine compliment in his book by publishing Prof. McGrew's plan and courses of instruction and training for the "School of Psychology and Education" which he opened some six years ago in connection with the University of the Pacific. Prof. Boone regards this School of Psychology and Education with its Model School as the best type of the University Normal School that has been opened up in the United States. This school was conducted but a single year—Prof. McGrew refused to continue under the constant violations of the contract and consequently resigned. The University has been in existence over forty years, and yet the only mention it receives in this history of higher education in the United States is through that year of Prof. McGrew's work. Had the institution not been under the management of a religious hypocrite and demagogue as President, and a superannuated and imbecile Board of Trustees, Prof. McGrew would have continued in his work and by this time would have had a large School of Pedagogy built up on this coast, which would have done great good in education and added much strength to the University of the Pacific.

Normal Index Department

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quiring a greater amount of mental activity.

Whatever may be the educational merits or demerits of foot-ball, it has had a general effect upon the Normal that is worth noticing. The boys have concluded that in order to have a successful cruise, they must have some color under which to sail. This suits the girls also, and a light shade of blue has been selected as the school color. The Normal "yell" has been revised, also, and may be heard on foot-ball days, and other occasions when excitement is high. It is as follows:

"N-o-r-m-a-l

Normal, normal, ha! ha! ha!

San Jose, San Jose, Wah! hoo! wah!"

WITH this number a new staff assumes the responsibilities of the INDEX. Journalism is a new field of work for us, but we enter upon it with hopeful hearts and willing hands. We have no feeling of self-confidence, but rather one of inability to discharge successfully the duties that must devolve upon us, and we hope that the readers and friends of the INDEX will give us their kind co-operation in our earnest efforts to maintain the high standard of college journalism to which our worthy predecessors have raised this department of the PACIFIC COAST TEACHER.

It seems that foot ball has nearly displaced all other kinds of physical exercise among the boys at the Normal. As a school exercise, this game is not approved of by prominent educators. They claim that it is too violent and athletic to give that symmetrical development of all the muscles which is the object of physical education. On the other hand, it may be said that it affords a complete change of mental activity, and is therefore better than military or class drill, re-

So there has sprung up in the Normal what may be called a university spirit. Here again a question arises, as to whether such a spirit is good for the school. Of course, a normal school can not be like a university; there must be some differences. But at present, there is one difference that should not exist; it is this: In universities the majority of the students are young men, while in normal schools young men are decidedly in the minority. Here are two noticeable facts; that there has been an absence of this university spirit in the Normal, and that there has also been an absence of young men. Have these facts any relation? If such a spirit would tend to increase the number of young men in the Normal, is it not worth fostering?

The semi-annual reception to new students of this school was held Monday evening, February 13th. As usual, the arrangements for this social gathering were made by the Young Men's and Young Women's Christian Associations. A very pleasing program was rendered

in the Assembly Hall, and then the guests passed to Room X, and spent the remainder of the evening in social converse and games. Miss Reeder, the Secretary of the International Young Women's Christian Association, was present, and addressed the pupils for a few moments at the close of the program. The evening was an enjoyable one to all present, and when "good nights" were said, many felt that they had never spent a pleasanter evening within the Normal walls.

A novel arrest took place in the Training Department last Friday. The culprit, Miss Schallenger, charged with having that day "stolen a year from Father Time," was taken into custody by two of the students and placed in a flower-decked chair on the platform.

All sympathy was felt for the prisoner, taken so completely by surprise, and tears mingled with smiles as the little ones, to the music of an opening hymn, filed past, and showered their loved principal with violets.

Then followed good wishes in recitation and song. "Old Kentucky Home" was sung by the advanced grades in honor of Mr. and Mrs. Schallenger, whose presence, with that of Miss Fanny from Stanford's was not the least pleasant feature of the surprise.

The poems of the day, several selected, and two written for the occasion—one by Miss Felker, the other by Miss English—had been worked by the latter's deft hand into a dainty volume. One selection, "Birthday Greeting," was charmingly read by Miss Cozzens, and the booklet presented by her to Miss Schallenger.

Miss Adams, the dignified mistress of ceremonies, then gave the recipient a few moments in which to voice any defence

she might wish to make. Her thanks were gracefully and feelingly given, but she must have wondered at the quiet smile that greeted her allusion to the fire last Wednesday which burned her pet pony, Donald.

This was fully explained when, after a few moments' reception to the "home folks" and old friends, she was marched down stairs to the campus, where—wonder of wonders!—stood a new horse between the shafts of the familiar light cart—a present from the Normal Faculty and Trustee. The harness came from Mr. Montgomery, Miss Schallenger's brother-in-law, and the handsome robe was given by the pupils of the Training School. Prof. Kleeberger made a humorous presentation speech, and she "whom all delight to honor" was lifted to the seat and sent, with Miss Cozzens, around the Normal Square, to try the speed of her newly acquired treasure. The pretty little animal responds to the name "Lorita," and is so named in honor of Miss Scudamore, whose first thought it was to give this recognition of the esteem in which Miss Schallenger is held by her fellow-laborers. H. S.

SCIENTIFIC

"ELEMENTARY SCIENCE IN THE PUBLIC SCHOOLS."

BY EDNA W. JOHNSON.

One of the most important questions agitating the minds of educators to-day is that of introducing elementary science into the public school course. One can scarcely pick up an educational paper without seeing some argument either for or against it. I believe, however, that those who are opposed to the measure are laboring under the delusion that it

will add one more difficult subject to a course of study already too crowded.

If this were true, there might be some ground for objection, but those who wish to introduce it do not wish to have it taught as an end in itself, but as a means to other more important ends. They wish to make the knowledge gained subordinate to the power acquired.

I think there can be no question in the mind of a thoughtful teacher as to the value of science as a means of teaching language. It certainly is the most natural method. When a child first begins to talk he expresses what he sees in the natural world about him. At first his attention is attracted by the actions of the creatures he sees, rather than by their properties, but, as he grows older, his observations change somewhat, and he begins to compare and generalize. That these objects are interesting to him is evident, or he would not notice them and speak about them.

Then why should his whole method of learning language be changed when he enters school? Why should he be forced to turn from what he delights to talk about, and give his attention to something in which he takes no interest? Is it any wonder that he answers in stereotyped sentences? Give a child something to talk about upon which he has some ideas, and never fear but that he will talk enough.

There is also a deep psychological reason for teaching science early in the school course. The powers earliest developed in the child's mind are the perceptive powers and, in consequence, these are the ones toward which we are to direct the most of our attention during the early years of his school life. Is it possible to train these powers without the aid of science? It is said that if a child be kept out of school until he is ten years

of age, and taught to observe natural phenomena, and at the same time learn to read, he will surpass his schoolmates who have been in school four years. The explanation of this lies in the fact that the powers active in his mind have been undergoing a systematic development, and thus acquired strength and grasp new ideas and comprehend quickly.

Of the two simplest branches to teach, botany and entomology are best to take up botany first, but when children come to school in a prejudiced against the "nasty, dirty" and will not like to study them.

Many pretty lessons may be given on plants, seeds and flowers, and the children will be delighted; and will afford them many subject-matter lessons. Besides all this they will unconsciously be storing up of valuable information.

After a time, by the aid of a microscope, lessons on insect life may be given, and, when the little beauties of these tiny creatures are shown, the children will enjoy studying them. The children will take great interest in making collections, and in this way will learn many habits of insects, of how they live, and of themselves and their young, and of food—very valuable information for young Californians.

In the sixth and seventh grades many simple experiments in physics and chemistry may be taken up. The boys will enjoy this work. This is the reason for teaching science in the schools. Perhaps the most difficult problem the earnest teacher has is, how to keep the boys in school until they reach the age of twelve. It is true that a few boys are kept out of school, but the great majority leave of their own free will. They

it is not practical enough for they want to go out into the world to earn some money. Careless parents allow them to go, without thinking of the consequences. But many does this mean wrecked because they put out to sea in a frail craft with a weak pilot at the helm, and when the waves of temptation are high, are unable to battle with them, and in consequence are engulfed. What should be done to interest these children and keep them in school until this stormy period is tided over? I believe this problem may be solved by science in the public school curriculum.

Here is something practical, which the boys can expend their abundant activity, like the boy in the story "The Boy Who Attacked the Wood-keeper" who attacked the wood-keeper because he felt particularly hilariously upon the tough knots there expended his surplus energy.

It is true that the boys may be kept busy by the introduction of some practical thing, is it not worth while to try? If it may be the means to save one boy from a wrecked man, is it not worth a trial at least?

Science in teaching chemistry and the experiments will necessarily be of interest to some, but some of the most satisfactory results are obtained from the use of apparatus and materials. Experiments in magnetism and electricity are the most interesting to children. They are fond of laying anything to one of these two causes. Children, returning from a hand performance, were trying to do some of the tricks they had seen. One of the boys said, "I don't see how he could have a rater in his pocket and pulled it out of his ear." "Pshaw," said one of his companions, "that was easy. It was just electricity."

In teaching science we should bear in mind that the knowledge gained is not the end, but the means by which we reach the two great ends, mental development and fluency of language. Each lesson should be an outgrowth and a step in advance of the preceding one, and thus should lead the pupils by easy inductive steps up to the conclusion. Let the child be his own investigator. Lead him to see for himself the relations between causes and their effects, and when he can do this he has taken a long stride toward power, which Emerson says is the chief end of education.

Wesley Mills, M. D., professor of physiology in McGill University, Montreal, says, "When once we grasp the true conception of education by realizing that the very object of existence is to attain, as nearly as possible, to a perfect development, which of course, implies the discharge of all duties and obligations, many problems can be speedily solved in a general way. Much judgment and skill will always be required to accomplish the end in view with the means at hand." "I have for a long period been trying to undo the harm wrought and make up for what was omitted at the most impressionable period of life, and I feel to this day that I have not wholly got rid of some of the evil effects. There was not only no science in the course but the very methods used were radically opposed to science. There was no freedom, the senses were utterly neglected, and human nature could not develop by such methods as were in vogue."

EDUCATIONAL.

Numerous articles of educational interest are to be found in the February magazines. Among these should be

noted "The Public Schools of Boston," by Dr. Rice, the latest of a series of articles now appearing in the *Forum*. The *Forum* for February also contains an attractively written article by Charles L. Moore, entitled "The Future of Poetry." In connection with the first-named of these it will be interesting to read "Dr. Rice and the Public Schools of America," by H. G. Schneider, in *Education*. This number also contains a "Plea for Accuracy in the Use of Words," by Dr. G. M. Steele.

The *Educational Review* contains a suggestive article by Oliver Farrar Emerson, entitled "Relations of Literature and Philology," and one by Herman E. Von Holst on the "Need of Universities in the United States" which will be especially interesting in view of the recent coming of this great historian to the University of Chicago.

VALUE OF DRAWING IN PUBLIC SCHOOLS.

BY OLIVE E. BANCROFT.

The last few years have been a most eventful period in the development of the educational system of our country. A great upheaval of all the old plans and methods has taken place, and arising out of this chaos is the newly constructed foundation on which education is to be based. Formerly the school was thought to have done its work when it trained the child's intellect. To-day, thoughtful people recognize the fact that training of the mind, the body, and the moral nature, must go hand in hand.

The work of a school now is judged, not so much by the bundle of facts that it gives the child, as by the power to do, that he acquires under its training.

As a natural result of these changes,

courses of study have been carefully considered, and the processes of addition and subtraction have been going on. In judging of the usefulness of Drawing in our schools, therefore, let us look at it from this standpoint.

Drawing possesses a charm for nearly all children, whether they are artists or not. Recall your own school days. Perhaps in the halls of memory there is hung a picture of a bad little boy or girl, standing in the middle of the floor for having committed the heinous crime of drawing upon his slate. This serves to illustrate what a hold this art has upon children, and to point to a way of securing their attention. By a law of nature, the young child can give his attention to such things only as interest him; hence, we see the need of making his work attractive until he is capable of exercising voluntary attention.

But perhaps of as much value as the holding the attention is the power Drawing has to direct the attention. It acts as a guide. By its agency the eye is directed to every part of the object. Every obscure part is searched into, and details are carefully studied. This follows just as surely as does the necessity of a better comprehension of a point when we try to express it to others.

Silent testimony to the worth of drawing in getting a conception of the general form of the continents, countries and states, is given by the thousands of teachers who employ map-drawing in their schools, while the science of arithmetic and the art of drawing are growing to be almost inseparable. The mysteries of cube and square root and mensuration take to themselves wings and fly away when Drawing throws upon them its flood of light.

Given the conception of a subject, our next thought is for the expression of it.

Man expresses his thoughts in three ways, by words, by making, and by drawing. Work in school is one constant struggle on the part of the teacher to help her pupils gain the mastery over their expression. Anything that promises to be of help here is eagerly seized upon. The value of the first two forms of expression needs no comment, while that of the last is coming to be more generally recognized. The wisest teachers are everywhere testifying to the value of Drawing as a means of expression.

This art proves also a means of expressing the conceptions of the creative imagination. In his work in designing, the pupil's imagination is both developed and trained. The fault with the imagination nowadays is not its lack of development, but its lack of cultured development. We realize the truth of this assertion when our senses are shocked by the sight of whole menageries of animals upon walls, or we are constrained to walk over carpets representing bouquets and beds of the most delicate and exquisite flowers. Surely, every one must feel the need of something's being done to correct this great fault, and that something is being done when we place Drawing in our courses of study.

Thus we see that Drawing aids the teacher in holding the child's attention, helps the child in gaining conceptions of subjects, is of great value as a means of expression and trains and cultivates the child's imagination. With these facts in view, every wide awake teacher will hasten to accept its proffered aid, and will then find her work both easier and more effective than it was without this subject.

If you wish to exert a strong influence over your pupils, let your words be few and well chosen.

LITERARY.

The Young Woman's Christian Temperance Union and the Juvenile Societies.

The history of the Woman's Christian Temperance Union, and that of its promising daughter, the Young Woman's Christian Union, has put to an end the long held belief that women are incapable of working together for a common end, on any larger scale than the country sewing circle. They have proved conclusively that "they are capable of concerted and persistent action."

The Young Woman's Society was not, as was the Crusade, born of a pressing demand for an almost momentary organization but was the natural outgrowth of the Woman's Union. Daughters brought up by such mothers, could scarcely be other than impatient when compelled to stand idle, and see the demon they had learned to hate, do his wicked work. The mothers too, realizing that for the work they were then engaged in, viz: that of preventing the drink habit in the young, rather than hoping to reclaim all those addicted to the habit, save that with the influence of young womanhood, the work could be pushed forward much more rapidly. They therefore encouraged the movement and about 1881 a separate organization was perfected.

The work has spread rapidly until now there are unions in Nova Scotia, Queensland, England, France and Cape Colony. The national emblem of the society in the United States is the oak and ivy leaf, with the lily of the valley. Emblematic of "Purity, modesty, strength and tenacity."

Their work is similar to that of the Woman's Society. They hold weekly meetings at which papers are read on

different temperance lines and the different phases of their work are discussed. They make a specialty however of social work, trying to make those God given powers peculiar to their sex and age, means of purifying and elevating the circle in which they move in all ways, but especially in the lines of total abstinence and social purity. They give socials, dinners and lawn parties, at which they have interesting programs, and always present the pledge for signers. The young men may become honorary members by signing the pledge and paying a small fee. In some places, the young women keep bright, cheerful rooms in hospitals, and in almost all cities, flowers are carried to the jails, hospitals and to the poor. They also have refreshment tables at fairs, and celebrations in order to provide good entertainments for young men and thus prevent them from going where drink is sold.

Their work is educational as well as benevolent, for in carrying on their society according to parliamentary and business principles, they are acquiring excellent training for practical life. How noticeable it is that such terms as "giddy girls" "rattle brains," etc., are seldom applied to this class of girls! They are showing that, when given the chance, they will put the energy of mind and body on high and noble things that they put before so unceasingly on matters of dress and society.

The close union and helpfulness of the W's and Y's is something like that of the old western stage driver's horses. To the coach, the driver first harnessed a pair of steady, well-trained horses, then some well-broken colts. All day the colts jumped and pranced, even needing a firm hand to hold them when freed from the coach at night. When asked his reason for planning thus, the driver

said that but for the wheel horses the coach would have been dashed to pieces over some precipice, but that the wheel horses would have been very tired if it were not for the colts ahead. So the Y's—young, active and whole-souled are ever ready for work, and when guided by the experience of their seniors, can but accomplish great good. The mothers, busy with home cares, have given much of the responsibility of organizing and carrying forward the Juvenile Societies into the hands of the young women, and their work has moved forward grandly during the last few years. Their motto is "Tremble, King Alcohol, we shall grow up." The old societies, viz: Band of Hope, Cold Water Army, Young Crusaders, Temperance Wide Awakes and True Blue Cadets have all been united under the name "The Loyal Legion." The total pledge membership now numbers over 200,000. King Alcohol should surely tremble before such an army. Their pledge is:

I promise not to buy, sell, drink or give,
Alcoholic liquors while I live,
From all tobacco I'll abstain,
And never take God's name in vain.

The State Legion is divided into as many divisions as there are counties, and as many companies as there are towns. The different companies may be called A, B, and C or retain their old name as Band of Hope, as they choose. The object is "to train boys and girls from a moral and scientific standpoint, in the principles of total abstinence and purity; and by enlisting them as workers to lead them to lend a hand in every effort to help others and to overthrow the liquor traffic." Their officers are a leader, organizer, teacher, a juvenile president, secretary, captain and usher.

The military part is helpful in the way of discipline, but was first proposed in

order to add interest for the boys. For the girls the calisthenic work was introduced. They usually hold weekly meetings, the main purpose being the presentation of scientific temperance instruction. This is accomplished by means of object lessons, interesting talks, etc. There is usually a program consisting of temperance songs, recitations and essays. Cards and papers with appropriate verses and stories are distributed.

The planning and carrying out of all this takes no small part of the time of the young women foremost in the work, but the eagerness with which the children do their part makes the outlook most promising.

There in the union of the W's and Y's and the Juvenile Societies we have the complete triangle for work against the liquor traffic. As in all strong supports this geometric figure is initiated, does not this tri-union cast a prophesy for the near future? If the volunteers continue to fill the ranks, and if all arms are kept bright by constant warfare, surely the dawning twentieth century must see the reign of terror caused by King Alcohol brought to an end once and for all.

ALUMNI NOTES.

Lella Sanford is first assistant in the Martinez Public School. She has taught there four terms.

On Jan. 10th, '93, Cora L. Angell was married to Henry B. Rule, in Silver City, Nevada. Her home is in Reno, Nevada.

Fannie L. McKean is teaching at Weimar, Placer Co. She has been teaching in the same school for the past four years.

Victoria Guilbert, Jan. '90, has been teaching in the Primary Grade of the Paso Robles School for the past year.

Fred R. Ogden, a member of the last class, began teaching at Pioche, Lincoln Co., Nevada, the thirteenth of this month.

Marion L. Eaton, June '91, since last September has been teaching a small school about three miles from her home, Reno, Nevada.

Mary L. McLay, Jan. '90, is assistant teacher in the Monroe Primary School in San Francisco. She has a receiving class of fifty pupils.

Miss Annie Wissman, June '89, reopened school at Alviso March 6th. Miss Carrie M. Thompson has charge of the primary department.

Since graduation, Georgia Bradshaw, Dec. '88, has been teaching in Santa Clara and Monterey Counties. Her present school in Innesdale is in a prosperous condition.

Nellie L. Ottmer, Jan. '91, having taught ten months in California, is now teaching at Cherry, Arizona, a small mining town about thirty-five miles from Prescott.

Carrie M. Gilmore, June '90, has charge of the first and second year work in Eureka District, Humboldt Co. Since graduation, all of her work has been in primary grades.

Since July 11, 1892, Blanche R. Phillippi, June '92, has been teaching the Union and Center School, Placer and Sacramento counties. She has forty-one pupils enrolled, and takes pleasure in seeing them advance.

There are now three Normal graduates in the Haywards School. Miss Cooper and Miss Maguire have been teaching there for some time, and Laura M. Ivory recently resigned her position at Palomares to take charge of the Fifth Grade work.

Frank D. Macbeth, June '92, has entered the public school work. He has resigned his position as teacher in the Military School at San Mateo and has accepted the position of principal of the school in Dayton, Nevada.

J. G. Gwartney, Jan. '91, is Principal of the Public School in Sutter Creek, Amador Co., and Bettie Gwartney, June '92 is teaching in the Intermediate Department. Of the five teachers in the school, three are Normal graduates.

Since graduation, Kate R. Smith, June '90, has been teaching in Tulare Co. At present she has charge of the Primary Department of the Dinuba Public School. The pupils, numbering fifty-four, on an average, are very bright, and she enjoys her work very much,

Minnie A. Shroeder, June '92, is teaching the Summit Dist. School in the Santa Cruz Mts., near the border of Santa Cruz Co. She is taking advantage of the excellent opportunities furnished for teaching Botany and Zoology, in which her pupils are very much interested.

Miss Leontine C. L. Janssen, June '90, has been teaching at Anaheim, Orange Co. Owing to ill health Miss Janssen was about to resign her position, but her many friends hope that after a few weeks rest she will be able to resume work. She writes, "I have a pleasant class and enjoy teaching very much."

Maud Gardner, Jan. '92, has not taught since graduation, and is living in Escuintla, Guatemala, C. A. She has not visited many of the schools, however, and is pleased to see that much attention is given to physical education and elocution. She says those brown-faced, barefoot children are naturally very graceful, and are far ahead of California children in elocution. Escuintla is a small town, yet a very good kindergarten has been established.

It was with deep pain that the classmates, teachers, and friends of Willard D. Woodworth, May '86, read the sad news of his death by accidental drowning at Yuba City, February 2nd. In company with a lady friend, he had gone out at 5 P. M. for a row on the Feather River, which was slightly swollen, but smooth and not dangerous for one accustomed to boating. At 6 o'clock they were seen going past the island, up the eastern channel, chatting pleasantly. Soon after, a faint cry for help was heard, but darkness prevented the giving of immediate assistance. Later the banks of the river were carefully searched, but it was not till the next day that the body of the young man was found. It was near the boat, which had lodged among the willows along the shore. The body of the lady was not recovered.

Mr. Woodworth was a young man of high moral character, most pleasantly remembered by those who knew him at the Normal School, for his modesty, his refinement, his conscientiousness, his faithfulness, and his uniform consideration for others. After teaching for four years he was appointed Deputy County Clerk, Auditor and Recorder of Sutter County, which position he held till January last. He was the regular nominee of the Republican

party for County Clerk at the last election and made a clean and honorable canvass was Master of Enterprise Masonic Lodge 70, and had other official and fraternal tions, which he filled in an unusually satisfactory manner. He had considerable skill in music, and was an active member of the City Orchestra and the Yuba City Brass Band.

Mr. Woodworth was a native of Nova Scotia and was twenty-eight years old at the time of his death. The high esteem in which he was held was shown by the attendance of hundreds of sorrowing friends and acquaintances at his funeral, not one-third of whom were a gain admittance to the large hall in which the services were held.

"I would not if I could repeat
A life which still is good and sweet;
I keep in age, as in my prime,
A not uncheerful step with time,
And, grateful for all blessings sent,
I go the common way, content
To make no new experiment.
On easy terms with law and fate,
For what must be I calmly wait,
And trust the path I can not see,
That God is good sufficeth me.
And when at last upon life's play
The curtain falls, I only pray,
That hope may lose itself in truth,
And age in Heaven's immortal youth,
And all our loves and longing prove
The fortaste of divine love!"

WHITTIER in *Nov. St. Nichol*

PROVERBS.

Life gives nothing to me without labor.—*Horace*.

Nothing is more scandalous than a man who is proud of his humanity.—*Marcus Aurelius*.

He that never changed any of his opinions, never corrected any of his mistakes; and he who was never vain enough to find out any mistakes in himself will not be charitable enough to censure what he reckons mistakes in others.—*Dr. Wichcote*.

The Pacific Coast Teacher

A magazine devoted to the Educational Interests
of the Pacific Coast.

OFFICIAL ORGAN of the ALUMNI ASSOCIATION of the
SANTA CLARA STATE NORMAL SCHOOL.

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CONSIDERABLE interest among teachers is being manifested in the recent discussion led by Santa Clara County educators respecting the methods and subject matter of teaching, more particularly, the value of written examinations as a means of promotion in our public schools. The discussion arose from a statement made by a San Jose newspaper reporter who one while in search of news despairingly told Prof. Childs of the Normal School of its value. The Professor was at the time engaged in reading the answers to the questions given to applicants for entrance to the Normal School. Examination papers, besides displaying better than almost anything else, the vagaries of the human intellect, are useful in a measure in showing that our public schools suffer from inefficient teaching. The statement made by Prof. Childs was substantiated by the reporter who added in his account of the interview a statement to the effect that some of the poor pupils come from Santa Clara County.

This aroused Supt L. J. Chipman and the Co. Board of Education.

The differences widened eventually to a discussion of methods, the value of written examinations, etc. As a result of the article a number of conferences were held between members of the County Board of Education and members of the faculty of the Normal School, and after a thorough discussion a committee consisting of Profs. L. J. Chipman, John Manzer and F. P. Russell on the part of the County Board, and Miss Lucy M. Washburn, Professors G. R. Kleeberger and R. S. Holway of the Normal Faculty formulated a statement, which not only sustains Prof. Childs but shows the inadequacy of written examinations as a test of scholarship, in the following conclusions:

First—That although the teachers in the public schools of California are as a body second to no other public servants in their faithfulness and competency, and while there has been constant improvement in our public schools, we realize that they still fall far short of accomplishing ideal results.

Second—That the methods of instruction are still to a large degree such as tend principally to the exercise of the child's memory and not to the development of other mental faculties, and that too little is accomplished in the direction of developing power to form simple judgments and to reason.

Third—That too much stress is put upon acquiring knowledge and too little upon such school work as shall tend to give the pupil ability to use knowledge and to think rationally.

Fourth—That promotions based solely on final examinations tend to make both teachers and pupils attach too great importance to knowledge and too little importance to a kind of ability and culture that cannot be expressed in a written examination.

Fifth—That much more could and should be accomplished by teachers in the direction of studying the character, capacity and culture of individual pupils and in adapting methods of instruction and management to the powers and needs of the individual.

NE PRESENTS

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FOR

NORMAL GRADUATES

Sixth—That teachers are often required to take charge of so many pupils that individual attention is next to impossible, and that good results can not be expected in schools of more than thirty to thirty-five to each teacher.

Seventh—That the false idea of economy that leads the public in some cases to furnish insufficient school accommodations does much to prevent the attainment of good results in our public schools.

Eighth—That the course of study should be shortened by dropping out non-essential parts of the various subjects and by more clearly distinguishing between the more and the less essential.

Ninth—That elementary science taught from nature, drawing and hygiene and physical training are essentials of public school work.

Tenth—That the effectiveness of our public schools would be very much increased if school officers and school teachers were selected solely with regard to their fitness for their positions and not on account of political influence or favoritism.

The surroundings of childhood, the scenery upon which the young eye opens and is accustomed to dwell, the garden flowers, the spreading meadows, the blossoming orchards, the shady groves, the purpled hills, the flowing river,—all give shape and color to the soul. Had

Shakespeare been reared in the streets of London his imagination would have given birth to those beautiful pictures glowing with the charm of the English landscape. Had Burns spent his childhood among the snows of the Northland, he never would have sung "Wee, Modest, Crimson-tipped Flax" and "The Wind" were born in a poetic mind with the sweet influences of the sun and the flowing river. The influences of beauty enter into the human soul and shape it to "finer things of thought and feeling."

The element of beauty breathes the spirit of purity and refinement which sensibly flows into the human soul and molds the character. The mind susceptible to the beauties of nature and art naturally turns away with a feeling of disgust from all that is coarse and vulgar, and seeks companionship with the refined and elevated.—*Suppl. Philadelphia.*

The Novelty,



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T. HARRIS, U. S. COMMISSIONER of Education has honored the Pacific Coast by appointing Mr. C. H. McGrew, of San Jose, one of the Vice Presidents of the International Kindergarten Congress which convenes in Chicago during the World's Fair. Prof. McGrew is ranked among the leading scholars of our nation in his line of work and Mr. Harris is to be commended in his choice.

WHAT WOULD YOU DO

assured by scientific men that the world would come to an end within the next twelve weeks? The long promised novel of Camille Flammarion, "Omega: The Last Days of the World," proves to be of thrilling interest. It is the conception of one of the world's most distinguished astronomers, worked out within the bounds of scientific possibility. In educating the reader in the most recent phase of science, it is as full of interesting surprises as The Arabian

Nights Entertainment. The most interesting part of this wonderful novel is found in his description of the trepidation and expectation into which the people of the world are thrown. Imagine the condition of the stock exchange with a fact of such import staring them in the face. The opening chapters will be found in the April number of *The Cosmopolitan* magazine.

Probably no novel has ever been presented in an American magazine with such illustrations as accompany Flammarion's "Omega," which commences in the April *Cosmopolitan*. In the list of illustrators are to be found the names of Jean Paul Laurens, Rochegrosse, Chovin, Vogel, O. Saunier, Gerardin and Meaulle.

Experience shows that success is due less to ability than to zeal. The winner is he who gives himself to his work, body and soul.—*Buxton*.

J. R. Jenkins,



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DECISIVE BATTLES OF THE WORLD

Sir Edward Creasy, M. A., gives as the fifteen decisive battles of the world, the following list:

- The battle of Marathon, 490 B. C.
- Defeat of the Athenians at Syracuse, 413 B. C.
- The battle of Arabela, 331 B. C.
- The battle of Metaurus, 207 B. C.
- Victory of Arminius over the Roman Legions under Varus, A. D. 9
- The battle of Chalons, A. D. 451.
- The battle of Tours, A. D. 932.
- The battle of Hastings, A. D. 1066.
- Joan of Arc's victory over the English at Orleans, A. D. 1429
- The defeat of the Spanish Armada, A. D. 1588.
- The battle of Blenheim, A. D. 1704.
- The battle of Pultowa, A. D. 1709.
- Victory of the Americans over Burgoyne at Saratoga, A. D. 1777.
- The battle of Valmy, A. D. 1792.
- The battle of Waterloo, A. D. 1815.

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The professional consciousness of educational workers is deepened and strengthened by association.—STAHR.

The history of American education, if thoroughly done, would assist to juster views concerning future improvement.

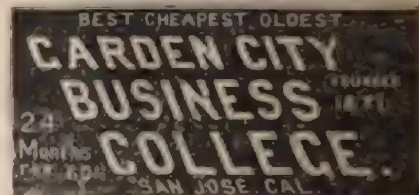
We have passed through the day of mere methods, and have happily entered upon that of the philosophy of method.—JONES.

There is a literature of knowledge and a literature of power; and knowledge that can never be transmuted into power becomes mere intellectual rubbish.—Dr. Quincy.

Never was the pedagogical inquirer in need of a large collateral knowledge in ethics and sociology, and anthropology, and philosophy and technology, and equipments for his work.—BOONE.

The experimental methods of the sciences should transform each school into a pedagogical laboratory, and the experiments there made should be reported in the Club for discussion. ANGELL HANUS.

A parent who sends his child into the world uneducated and without skill in any art or science, does a great injury to mankind as well as to his own family, for he defrauds the community of a useful citizen, and bequeaths to it a nuisance.—Kent.



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The Pacific Coast Teacher.

VOL. II.

APRIL, 1893.

No. 8.

TEACHERS' EXCURSIONS TO THE WORLD'S FAIR.

Plans for June 8th—Stop-overs in Interesting Salt Lake City, and Picturesque Denver—The "Mecca" of Chicago.



MACHINERY HALL.

BEFORE this, every school-teacher in the State will have received the advance circular of our excursions to Chicago. The plan is a popular one judging by the number of applications that arrive daily.

Our first excursion is to start June 8th, but as this is too early for many we shall probably run another June 15th and a third July 6th. The routes of the excursions of June 8th and 15th will be the same.

We go by special train over the Central route via Ogden. The cars are Pull-

man Tourist, which have the same comforts as the Pullman Palace cars with the additional provision of a stove on which tea and coffee may be made.

These cars are provided with good new beds, hair mattresses, pillows, blankets, curtains, tables, etc., and good toilet accommodations. Dressing rooms for ladies are at one end and for gentlemen at the other. A smoking-car has been provided for the gentlemen and no smoking will be allowed in the sleeping cars. An experienced manager will be in charge of the party and he will be assisted in mak-

ing everyone comfortable by a lady chaperone.

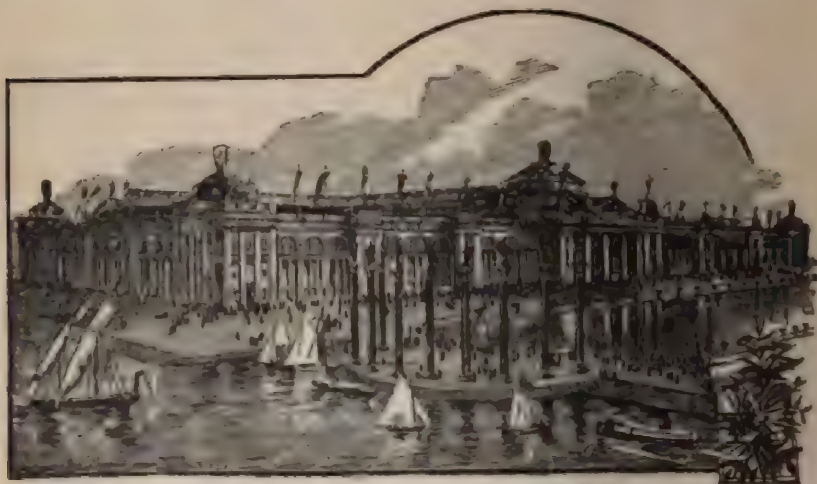
THE ROUTE.

Our patrons will find their tickets good from any mainline station. Cars will be made up at Los Angeles, San Jose and Sacramento while the main body of the train will be made up at San Francisco.

Leaving San Francisco on Thursday morning, June 8th, the first day's run will be around the Bay to Port Costa, where the entire train will be ferried

and Ogden the same evening at seven. An hour's run takes us to Salt Lake, where we have one day's stop-over.

Our train will be run down to Garfield Beach the next morning, (Saturday), where the excursionists will have several hours, after which we return to Salt Lake City, leaving there in the evening. The next evening at eight o'clock we arrive at Denver, and early the next day (Monday), we shall run down to Colorado Springs, take the Cog Railway, and make the ascent of Pike's Peak, 14,147



AGRICULTURAL BUILDING.

across the Bay, on the largest ferry-boat in the world, to Benicia; then to Sacramento, where we arrive about noon. After leaving Sacramento we pass through Auburn, and cross the Sierra Nevada Mountains by daylight; we pass through Colfax and Blue Canyon, and arrive at the "Summit" at an elevation of 7017 feet, at about seven o'clock in the evening, having viewed some of the most magnificent scenery on the continent.

We run through the snow-sheds in the night, arriving at Battle Mountain the next morning (Friday) about six o'clock,

feet above the sea. This most wonderful piece of engineering was completed about a year and a half ago at a cost of \$1,000,000, and is without question one of the most novel, interesting and wonderful railways in the world.

We leave Colorado Springs that evening, arriving the next day (Tuesday) at Kansas City. From Kansas City we go over the Chicago and Alton Railroad to Chicago, arriving at the World's Fair City on Wednesday.

OUR HOTEL.

Parties going with us may stop at our

hotel or not just as they please, but we are satisfied that after seeing the kind of accommodations we have to offer, and spending a few days hunting for something better and cheaper they will gladly turn their steps toward that "Mecca" we have provided. Of this hotel the *Examiner* of May 8th says:

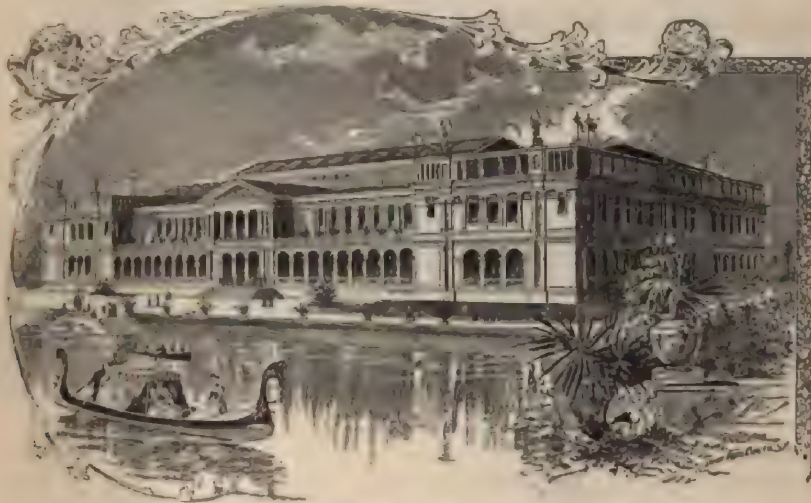
"The headquarters will be in the Hotel Mecca, which has an alluring sound for pilgrims. It is located on Thirty-fourth street, and fills the block between State and Dearborn streets. In this location it is particularly convenient, as it is about half way between the Grand Pacific, which represents "down town,"

AT CHICAGO.

At Chicago the time will be fully occupied in sight-seeing and gaining information, and your time there will be limited only by your own convenience. As your tickets are good for nine months you will have time enough to see everything and to make trips further east. There being a general reduction in fares, eastern cities may be visited at small expense.

THE RETURN TRIP.

Teachers, when securing their tickets



WOMAN'S BUILDING.

and the Fair grounds. There are many ways of getting to and from it."

"The Hotel Mecca is a commodious structure, practically new, containing 750 sleeping rooms. Some of the very best apartments in the house have been secured for the Californians."

The rooms are elegantly furnished and lighted while the service is *first-class* in every particular. The mere fact that the "California Editorial Association" is at present being entertained there is convincing proof that it is all we claim for it. Having contracted for this hotel several months ago, we are able to offer accommodation at very reasonable terms.

for this excursion, must state definitely what route they have decided on.

An effort will be made on the trip to Chicago to get up parties of friends who will want to return about the same time, to take a special car together. This can be easily arranged among those who are returning the same route and who will leave Chicago the same day.

THE COST.

At the outset the people of the Pacific Coast justly expected that a liberal reduction would be made in R. R. fares. So far, however, the reductions have not

been as great as was expected. The rate fixed upon is \$100 for the round trip. There is every probability that this rate will be lower by the time we are ready to start. If they are not lower by June 8th it might be advisable to buy tickets to Chicago only and purchase the return ticket when you get ready to come home. If the outside cost is deposited with us we will purchase your return ticket and refund the difference if there be any.

The following is an estimate of an entire trip based upon a \$70 rate:

cago—although the estimate given does not cover the cost of all side shows that have secured the privilege of exhibition within the Fair Grounds.

Remember there are no extras to pay for. Everything has been provided, and cost is included in the price given above, except the trip to Pike's Peak, from Colorado Springs, on the Cog Railroad. Special rates will be made for the party for this trip of \$3.25 each, and the trip may be taken or not, as desired. The trip from Denver to Colorado Springs, and from Ogden to Salt Lake and return



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First-class Round-trip Excursion Ticket covering railroad transportation, sleeping car, hotel accommodations for ten days, baggage transportation, etc.	\$120 00
Eight admissions to World's Fair	4 00
Meals en route, one meal a day, going, four days @ 75c. (provided lunch basket is taken)	3 00
Meals one day Salt Lake	1 50
Meals one day Denver and Colorado Spring	1 50
Car fare in Chicago, ten days	1 00
Admissions to side shows in World's Fair Grounds	4 50
Return Sleeping-car berth	4 00
Return Meals (one meal a day if lunch basket is taken), 4 days @ 75c	3 00
Total	\$142 50

The above estimate covers the entire cost of the trip at an outside figure. Two people traveling together can save \$4.00 out of above, each, by taking a berth in the sleeping car together, and money can be saved on the side shows in Chi-

to Ogden, is included in price given.

The foregoing gives a general idea of our excursion. We will gladly answer any and all questions on points that may not be clear to you.

We would ask you to remember:—

That by June 8th or 15th rates will probably be lower than at present and that the exposition will be in a much better condition as regards completeness.

That you do not have to stay at our hotel—the "Mecca"—unless you desire; and that you may stay there as long or as short a time as you wish.

That we charge but \$50 for ten days' room and board at the hotel, transfer of baggage, securing of sleepers, tickets and

p from Denver to Colorado Springs
om Ogden to Salt Lake and return
den.



ADMINISTRATION BUILDING.

at an *experienced* excursion manager
dy chaparone will accompany each
sion.

it these will be the best, cheapest
ost popular excursions to leave the

WHERE WILL YOU SLEEP?

Following is taken from an Eastern educa-
tional magazine.

Questions relating to sleeping accommo-
s in Chicago while visiting the
"Fair" must be of interest to
of our readers, for it is not every
ho will be so fortunate as to have
s or relatives there who will offer
ainment at their homes. There
undoubtedly been great prepara-
made to take care of the large num-
people who will visit the World's
and it is probable that in nothing
as there been so much scheming
windling going on as in this partic-

There are all sorts of "dodges."
nstance some invite you to "sub-
for stock in hotel companies and
in the profits arising therefrom by

filling out a blank and pinning a dollar
bill to it." Some invite you to "pur-
chase a share in an association for ten
dollars, and pay a membership fee of two
dollars." Others beg you to "allow
them to pay all your expenses, from the
time you leave your home until you re-
turn to it." Others require "a substan-
tial 'deposit' to be made, as a guarantee
of good 'faith.'" Many expatiate at
length upon the merits of their buildings,
but ingeniously avoid stating that such
buildings are from ten to twenty miles
removed from the grand entrance to the
Fair. An immense structure of the
"elegant" kind is known to be located
upon the very edge of a cemetery, which
is also "kept dark!" Some have repre-
sented that they would erect four or five
story brick buildings when they have, in
fact, built two-story, ramshackle, frame
fire-traps, in which their victims will be
huddled together like peas in a pod!
Those who have advanced money for
"shares of stock," "membership fees,"
or "deposits" will find that many "com-
panies" to whom they advanced such
monies were depending upon those ad-
vances for the money with which to con-
struct their houses, and that, in many
cases, sufficient funds were not realized
for the purpose. In these cases, the in-
nocent "investor" will be confronted
with unfinished apartments and he will
thus find his money "tied up" in un-
available "accommodations." In other
cases, the "shark" will have "skipped"
without even having "broken ground for
a house!"

HOTEL MECCA.

Mecca is the chief town of the Hijaz,
in Arabia, and the great holy city of Is-
lam. It is located about forty-five miles
(or two camel marches) east from Jedda,
on the Red Sea. The population is va-
riously estimated at from 50,000 to 75,-

ooo in the seasons of pilgrimage, which follow so closely upon each other that one is scarcely ended ere another begins. To this day the inhabitants of Mecca live by the "hajj," or letting rooms and providing for the comfort of pilgrims.

Thus the elegant hostelry which is to provide for the comfort of "Pilgrims to the World's Fair," is most appropriately named, and by those who stop there will be fully and pleasantly remembered, as would the ancient prototype to the earnest devotee.

The Hotel Mecca is located upon the block running from State street to Dearborn street, taking in a full block on Thirty fourth street.

Architecturally this beautiful hotel differs from any other in the United States. It is but four stories high, covering a considerable portion of Mother Earth and rendering the danger from fire, which is a matter to be considered in overcrowded sky-scrapers, almost unworthy of thought.

As one enters one of the main entrances on the State street side, he is within the "gates of Mecca." Long vistas of beautiful architectural effect, heightened by beautiful decoration, make one pause and admire: The interior courts running the full length of the mammoth building, two in number, are inclosed, surrounded with corridors, and with roof affording light to every part by day and brilliantly illuminated by electric lights, both arc and incandescent, at night. These rotundas are well adapted for the purposes for which they will be employed.

The one on the State street side, where we pause first, is the office, writing rooms, general lounging quarters for gentlemen, and a magnificent promenade. The office is elegantly fitted up with every convenience and luxury known to

the hotel world. The inclosed portion is of marble, with ample room for registering guests, while the facilities afforded the clerks, cashiers and office employees are in keeping with the magnitude of the house.

The same sized court extends north and south on the Dearborn street side of the hotel, and this one is beautifully embellished with growing plants and tropical flowers. A magnificent Moquette rug extends from end to end of the waxen floor and to the very edges of the mosaic tiling which surrounds the area. This rug can be readily removed and one of the finest dancing halls in America is disclosed with its polished surface, where in the delights of the dance the fatigues of the day can be quickly forgotten.

A beautiful park, flower garden and handsome fountain belonging to and being a part of the Mecca, is an attraction that is afforded by no other hotel in the city.

Now what of rooms? They are so built as to be furnished to guests either en suite or singly, every room having good light and pure air, and a bath with hot and cold water at all times. The finish throughout is of quarter-sawn oak, tiling and marble. The bell service is of the very best, with return call and automatic fire alarm. Each room in this vast house, numbering over seven hundred, is provided amply with incandescent lights and gas.

The furnishing of the whole hotel is of the very best. None of the rooms have been slighted, and no cheap articles have been introduced to fill up. Everything is modern and of the best quality and everything in the house is new, never having been in use prior to its introduction to the public in the Mecca's delightful apartments.

Steam heat is furnished in every room in the house whenever required.

was intended at the outset to run hotel strictly upon the European plan, but the numerous requests of com- guests have caused the owners to are one of the most complete dining as and culinary departments of any l in the city and fully in keeping the character of the house. The ine is of the very best, and the chef man well known in hotel circles as a of ability in that line and gives suf- nt guarantee of the perfection of the les and their preparation to tempt palates of the thousands of visitors ch this hotel will entertain during coming season.

he Mecca has beyond question the st office accommodations for tele- sh, long-distance telephone, messen- service and Union rate ticket office ie West.

otwithstanding the unusual attrac- s offered at this hotel the prices have determined upon, and are so moder- that they will not create a distressing um in any guest's purse.

ANALYSIS OF SHAKESPEARE'S KING HENRY VIII.

BY JOHN G. JURY.

Following, written while attending the al School, is offered with the hope that ay not be altogether useless in the study is drama and that it will be suggestive to ers of what might be done with each of plays of Shakespeare.

Historical tragedy based on the chroni- of Hall and Holinshed, and Fox's *Book artyrs*.

Place—London. Time—1527 to 1533 in- ve.

III. ANALYSIS OF THE PLAY.

ACT I. WOLSEY'S SUPREMACY.

1. a. Royal scenes described by the Duke of Norfolk.
- b. Buckingham's contempt for the Cardinal of York
- c. Arrest of Buckingham on a charge of treason.

- Scene 11. a. Katherine before the King in be- half of an oppressed people.
- b. Relief to be given them: Wol- sey's duplicity.
- c. The Surveyor's unfaithfulness condemns Buckingham, pleases Wolsey, and grieves Katherine.
- Scene 111. a. A diversion,—French customs in England, the topic.
- Scene 1v. a. The grand banquet: Wolsey's generosity.
- b. Light and vivacious Anne Boleyn.
- c. The King's anorous words to Anne.

ACT II. THE KING'S CONSCIENCE VS. QUEEN KATHERINE.

- Scene 1. a. Citizens speak of the injustices to Buckingham.
- b. Buckingham on the way to his execution. His last words.
- c. Rumors regarding the proposed separation of the King and Kath- erine.
- Scene 11. a. Wolsey and Campeius before the King
- b. The King tells of his tender and troublesome conscience.
- Scene 111. a. Light-hearted Anne Boleyn; Her vow.
- b. A gift from the King to Anne.
- c. She accepts it, returning "prayers and wishes."
- Scene 1v. a. Church and State in Council.
- b. Queen Katherine's humble and fervent words.
- c. Wolsey tries to serve both God and the King.
- d. Katherine's defiant spirit.
- e. A pathetic story about a naughty conscience.

ACT III. THE DOWNFALL OF WOLSEY.

- Scene 1. a. Katherine — Sad, ingenuous, proud.
- b. The demure and patient Wolsey battles with her impulsiveness.
- c. A reconciliation in part.
- Scene 11. a. The division between Wolsey and the King.
- b. The falling Cardinal taunted by his enemies.
- c. Wolsey's complete humiliation,— His last words.

THE CLIMAX.

ACT IV. ANNE'S VICTORY, KATHERINE'S DEFEAT.

- Scene 1.* a. The royal procession.
b. Popularity of Anne and Cranmer.
- Scene 12.* a. Katherine extends charity to the fallen Wolsey, and pardon to the King.
b. The vision of Katherine.
c. "Unqueened yet a queen."

ACT V. CRANMER, THE NEW WOLSEY.

- Scene 1.* a. Instigation for the overthrow of Cranmer.
b. The King promises support to Cranmer.
c. A Cardinal before the council-chamber door.
d. The malicious Dr. Butts.
e. The council sentences Cranmer to imprisonment.
f. Cromwell's budding tyranny.
g. The King "turns the tables."
- Scene 111.* a. The rabble and their talk.
- Scene 15.* a. Cranmer christens Elizabeth.
b. His prophecy.

IV. *Truth taught in the play:* Sorrow is no-specter of persons.

V. *Style.*

1. The play lacks the unity generally found in Shakespeare's works.
2. Arrangement defective: The climax comes in the middle of the play.
3. The latter part of the play is dull and insipid compared with the brilliant climax that precedes it.

Acts IV and V seemed to have been added for the purpose of honoring Elizabeth, who was the reigning sovereign of England at or about the time the play was written.

HELPS FOR THE STUDY OF THE LADY OF THE LAKE.

BY EMILY C. CLARK.

Few pieces of literature studied in school charm the children so completely as Scott's "Lady of the Lake." Aside

from its beauties of expression and the interest of its plot and action, the picture of the days of chivalry introduces the student to a new and delightful world. However idealized the representation may be, it should not be termed false and makes a deeper impression by means of its romantic dress. Some collateral study of fairy lore in the Highlands, of the clan relation, and of Scotch ballads and songs make the poem itself better understood. Conversely a study of *The Lady of the Lake* should enlarge the idea of the pupil by giving him some notion of the chivalric ideal of manhood, social organisms in feudal times, and the pastimes, manners and the character of the Scotch Highlander with his ferocity, his superstition and his devotion to chief and clan.

Some knowledge of the life and times of James V, the one clearly historical character of the poem, is very necessary. Scott's *Tales of a Grandfather* is good for reference here, particularly the brief account given in Ginn's edition.

It is interesting to compare customs alluded to in the poems with the fuller descriptions of the novels. The chase in *The Lady of the Lake* may be illustrated by the stag hunt of *The Bride of Lammermoor*, Chapter VIII. Parts of *Rob Roy* describe the scenes which amazed and delighted Fitz-James. *The Fair Maid of Perth* shows a clansman's loyalty to his chief, and presents an interesting companion picture to Roderick and his clan. The novel contains allusions to the circling of the fiery cross and other customs among the Highlanders.

In *Demonology and Witchcraft*, Scott explains the source of many a reference to ancient superstition found in his poetry. The preservations of uncultivated portions of land known as the *Gudeman's Craft* and the practices at the *Beltam* for

illustrate Brian's augury and the ill omens felt by so many of the Alpine. The satyr, called Ourish the Gail, was represented as having a form like Pan's; indeed Celtic traditions bear a strong resemblance to many of the myths. There was a cave near Achaay famed as a resort for these creatures, just as the poem states.

The prelude of *The Lady of the Lake*, an invocation to the "Minstrel Harp" can be appreciated only by means of the information about the ballad poetry of Scotland, a singularly rich field. The poet was probably looking backward to the old song-makers before the time of the Reformation and covenanters. In his collection of *Minstrelsy of the Scottish Border*, it has shown us much about his times. There are the originals of many characters mentioned in his poem. The story of Thomas of Erceldoum who was lured away to the realm "Fairy" and told with the ballad of Alice and the King.

Accounts of travel in the Western Highlands are plentiful enough, although they are not sufficiently brief and suited for schoolroom use. Selections from Bayard Taylor's *Bypaths of Europe* are very entertaining to readers of *The Lady of the Lake*. The map of Scotland as it was in the sixteenth century, and in the *Encyclopedia Britannica* shows the district held by the Grahams, the Stuarts, the MacGregors and other clans famous in song and tradition.

A pupil's impressions of the scenes and characters of the poem would be the more distinct for looking over one of the many illustrated copies shown among school-books. In lieu of such at hand, beautiful views of the localities described can be found among the photographs published by Soule Co.

How to select from the mass of mate-

rial concerning Scott's life and writings is a problem. Extracts from the *Journal* and from Lockhart are presumably most authoritative. It is well to localize in the study of an author's life as well as of his writings, and pupils will enjoy pointing out on the map the location of Scott's various country homes, seeing a map of the grounds at Abbotsford, views of the mansion and the like.

Bring out distinctly the poet's home life, the character of the methodical prosaic father and the imaginative temperament of his mother, and the happy environment of his childhood with the scope it gave to love of romance and of natural scenery. Observe the developing tastes of boyhood and the ambitions of later years. Show how a measure of Scott's inspiration was from Germany and a larger measure from the tradition and unwritten poems of his own land. He represents the return of poetry to Nature for its theme, and although rarely popular in his own day has a freedom, force and wholesomeness which make his writings lasting.

SNAP.

There is no place in the world where *snap* is more needed than in the schoolroom. A teacher needs it on his way to school; he sets an example by the way he moves along; what sort of a man he is appears by his movements in the streets. He should walk well, with head erect and shoulders thrown back like a man, and a cultured man at that.

He needs *snap* to make his external appearance as becoming as possible. His clothing and shoes should be kept nicely brushed, his linen should be white, his nails should be carefully cut and cleaned, his hair properly arranged, and teeth brushed, and thus show that education has had an effect upon him.

Snap is needed in your school work. Don't sit in your chair for an hour at a time. Let your style of sitting there exhibit activity. Sit upright, don't lean on your elbows. Insist that your pupils shall sit in a good style, too. When you stand, stand properly; don't lean up against the side of the house, door or desk; stand erect.

Snap is needed in conducting your classes. Have your pupils walk properly to the recitation seat; have them wait there, standing, for your direction to sit, unless they can take their places properly without. When a pupil's name is called, see that he rises promptly, and looks you in the face. When he goes to the black-board see that he arranges his work evenly and neatly. Have it copied until it is right. When *you* recite or explain, have *snap* enough to do it better than anyone else; be a model when you undertake to do a thing.

Have the *snap*, when disorder begins, to repress it at once. Disorder originates in one person generally; find that person out and put an end to his disturbing influence.

Have *snap* enough to watch your own influence on the school, and see whether you are the cause of the order or disorder. Watch your tone of voice; see whether you "get mad" or not; see whether you are respected or not; see whether you use the same language you would if a visitor were present—if you don't something is wrong.

Have *snap* to pursue a course of study just as earnestly as you want your scholars to. Do not go home to lie stagnant and unprogressing. Select something and go forward, go *forward*. Take up geology, and get the needed books and follow it up until you know it; you will need a year or two on that one subject. But do not forget to take hold of current

events at the same time. Discuss with your pupils day by day. In have *snap* enough to be a *live*, progressive teacher instead of a dull machine teacher.—*Pennsylvania School Journal*.

HAWAIIAN ISLANDS.

Probably settled originally by migration from southern Asia.

Discovered by Gaetano, Spanish, 1542.

Spanish vessel wrecked on the coast in 1527, and two survivors took native wives.

Captain Cook visited islands, 1778.

Captain Cook was killed by natives Feb. 14, 1779.

Semi-civilized in 1778.

Vancouver visited islands, 1792.

Cattle introduced, May 8, 1819.

First king of a united kingdom, Kamehameha.

First American missionaries arrived April 4, 1820.

First printing, 1822.

King and queen visited England, 1823.

Ten commandments adopted as laws by the government, 1825.

First Roman Catholic missionary, 1827.

Constitution adopted, 1840.

Temporary occupation by the French, 1849.

Free suffrage established, 1853.

Kalakaua elected king by the legislature, Feb. 12, 1874.

Fearful pestilence, 1804.

The male population is twice as great as the female.

There were in 1880, 1276 Americans, 883 English, 272 Germans, 81 French, 43 Portuguese, 5916 Chinese.

There are twelve islands.

Total area, 6400 square miles.

Hawaii has 4000 square miles.

Index Department

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be or not to be: that is the question" which is agitating the minds of those of the Normal students we have been endeavoring to keep alive in our literary and debating societies at the school. Anxiety about this is not limited to the students; the faculty has lately been discussing the possibility of either changing the name of, or abolishing these organizations.

Propos of this, a few suggestions may be in order. We must acknowledge that the societies have been doing very good work. But before abolishing them, we should consider what they might do under proper management, and if, under existing conditions, it is not possible to improve them so that the result may be more satisfactory. One of the great obstacles to good society work is that the students feel they do not have the time to devote to it. This is a good reason for remaining out of societies, or for neglecting the duties in them. The strength that an individual student may get from a good society will be a help rather than a hindrance to his or her school work.

One of the great causes of failure to do good work in the Normal, and especially in the Training Department, is poor oral expression. We believe that the students express themselves better in writing than they do orally. This can be accounted for as follows: Daily recitations constitute our only drill in oral expression. Now if the recitation is conducted by the question method, as a great many of them are, there is little opportunity for independent expression. On the other hand, we get a great deal of drill in writing. During the course, each student is required to write at least five essays, besides numerous shorter "papers" of various kinds. In these compositions the student makes her own outline, and arranges her thoughts and sentences in the best way she can; often putting a good deal of study on them. Where in the Normal course does the student have the opportunity for such extensive and thorough oral discussions as this? Here is where the society work should supplement the school work.

Granted, then, that the societies should be maintained, our attention should be directed to ways and means of improving them, and in order to do this, we must first find out why they are not successful. One reason has been given, and there are two more important ones. One is the place, and the other the time of meeting.

The chameleon changes its color to agree with surrounding objects. Just so our character and actions are influenced by our surroundings. Why are we happier when the spring days come? Why do we feel better among our friends than among strangers? Why are we more comfortable in a neat, well-furnished room than we are in one that is untidy or poorly furnished? Go into Room X

some time when there is no one else there. Sit down in the centre of the room and look around you. What do you see? No decorations, no furniture that is at all inviting—nothing, except the piano, that would tend to make one comfortable. Is it any wonder that the students would rather spend their afternoons and evenings somewhere else? or if they feel in duty bound to go to a society meeting, that they are not comfortable, and leave as soon as possible?

The society room should be well furnished with pictures on the walls, drapery or curtains for the windows, a carpet for the floor, and good chairs and desks for the comfort of those who go there. It should be one of the pleasantest places in the building.

As to the means of doing all this, we will make but one or two suggestions. The best way for students to raise money is by entertainments, which have proved very successful in the Normal heretofore. We would also suggest that the graduating class, instead of leaving a class picture, be a little more utilitarian in their philanthropy, and invest those thirty or forty dollars in some articles of furniture for Room X. This plan, adopted now and followed for a few years, would result in a good place for holding society and class meetings. If we try to help ourselves in this matter, we may be fortunate enough to enlist the support of the trustees of the Normal.

As to the time of meeting, it has been plainly demonstrated that after five hours of school work, no student feels like taking part in society work. The only appropriate time for holding society meetings is in the evening. The afternoon is the time for library reference, and extra work in the Training Department. Why not have the society meeting on Friday evening, or some other day of the week?

We make these suggestions, but that they will call forth others from students and teachers, and that all may lead to a general improvement in the Normal societies. But whatever we do, we will not give up the societies.

THE Columbian motto, "On and on," has been chosen by the Senior A's. It is hoped that the class of '93 will emulate Columbia's example by ever found pressing "on and on" in their chosen profession.

GOLD braid and cardinal ribbon are worn by the Senior A's.

LITERARY.

LOUISE HERING.

POEMS FOR CHILDREN.

How often one thinks of things learned in childhood! Everyone realizes that some things learned during the early part of life, cling to us with a tenacity and firmness which time cannot dislodge.

As we grow older, many of these things take a deeper, fuller meaning to us, but we always retain, in some degree, the impressions which they made upon us from the first; hence the importance of exercising care when selecting things for children to learn.

Too often the careless teacher content allows the child to learn anything that chances to come in his way without thinking of the character which this helps him, in no small degree, to build. It is a well known fact that the men of the world are much more active during the period of childhood than ever afterward. If a child will learn something; if it is something good, it will be some day, and there are so many beautiful

ating gems in our language which be easily comprehended, at least in childish way, by the smallest of children, that it seems a pity that they should be neglected for senseless jingles. It does not mean that the musical rhythm, which is such a delight to children, should be discarded. By no means, for one of the most important things in the training of a child's taste, is to give him love for poetry. Too many people discard poetry simply because, as children, they were obliged to learn it in a mechanical way, without getting into the heart of it, or grasping the beauty of the thought. On the contrary, a poem which has not the jingling movement, is at all suited to the wants of children. Poets have realized this when writing such things as Tennyson's "The Oak,"—

"I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling,
And here and there a foamy flake
Upon me as I travel,
With many a silvery waterbreak
Above the golden gravel."

Then for very young children, we have such things as Olive Wadworth's delightful little poem "Over in the Meadow:"—

"Over in the meadow,
In a hole in a tree,
Lived an old mother bluebird
And her little birdies three.
'Sing,' said the mother;
'We sing,' said the three;
So they sang and were glad
In the hole in the tree."

Children very readily get into the heart of such poetry as this. It brings them into harmony with nature, and gives them a love for God's creatures as almost nothing else can give. There are many poems which may

be used to advantage in teaching elementary science, geography and history; and many more that treat of nature, and of natural phenomena, such as the seasons. How could we portray more beautifully the dandelion seeds, scattered by the wind, than Helen Boswick has done, in the last stanza of her "Little Dandelion."

"Pale little Dandelion,
In her white shroud,
Hark the angel—breeze
Call from the cloud!
Tiny plumes fluttering,
Make no delay!
Little winged Dandelion
Soareth away."

Many poems have been written about birds, and some can always be found to use in the study of any bird that one may wish to teach about. Nothing could give a more vivid picture of a nest full of young birds than these lines:

"Four little mouths agape forever,
Four little throats which are never full;
Four little nestlings, who disaveer
One big worm by a mighty pull."

Another poem on birds which is loved by both old and young is "The Skylark," by James Hogg. This is a part of it:—

"Where, on thy dewy wing,
Where art thou journeying?
Thy lay is in heaven, thy love is on earth.
O'er fell and fountain sheen,
O'er moor and mountain green,
O'er the red streamer that heralds the day,
Over the cloudlet dim,
Over the rainbow's rim,
Musical cherub, soar, singing, away!"

Moral teachings are to be found throughout these poems, and many a lesson may be given to children in this way, without their knowing that such a thing as a moral exists. A good example of such a poem is "Who Stole the Bird's Nest," by L. Maria Childs. The conclusion, especially, is good.

"A little boy hung down his head
And went and hid behind the bed,
For he stole that pretty nest
From the poor little yellow-breast;
And he felt so full of shame,
He didn't like to tell his name."

For children who are a little older, and can comprehend it, even slightly, Bishop Doane's "The Sculptor" is a gem whose meaning will broaden and deepen as the years pass. I will quote the last stanza:—

"Sculptors of life are we, as we stand
With our souls uncarved before us,
Waiting the hour when at God's command
Our life-dream shall pass o'er us.
If we carve it then on the yielding stone
With many a sharp incision,
Its heavenly beauty shall be our own,
Our lives, that angel-vision."

Children love religious poetry. Very few persons seem to know that, if a child is allowed to select poetry to be read, he will very often select something of a religious nature. May we not use this fact to advantage, and sow in the child's heart seeds of religious truth, which will take root so deeply that they can not be swept away by the doubts of after years? Such things as Elizabeth Barrett Browning's "A Child's Thought of God," and Jemima Luke's "I Think When I Read That Sweet Story of Old," which we all know so well, are very pleasing to children, and the good which they do cannot be over-estimated.

The choosing of poems for children is not nearly so difficult a matter as it appears to be at first. Books have been made for us which contain nothing but gems, all of which are suitable for children to learn. Such a book is Whittier's "Child-Life in Poetry." Some of our best poets, Longfellow, Lowell, Emerson, Mrs. Browning, Adelaide Proctor, Anne and Phoebe Cary, Mrs. Hemans, Tennyson, and

many others, have written poems especially for children.

If we carry in mind the thought we are not merely amusing the child the passing hour, but endeavor to store his mind with useful and elevating thoughts, that may make his man noble and worthy one, we shall not ask anyone to tell us just what to teach, what not to teach; we shall know intuitively.

EDUCATIONAL.

COLORS OF FLOWERS.

GRANT ALLEN.

Why do we all enjoy flowers? an easy question to answer. We are delighted with their graceful forms, delicate perfume and their rich and varied colors.

When we gather a handful of blossoms we do not think it strange that some are brilliant scarlet, while others are of the purest white; for as long ago as we can remember we looked for lilies among the white flowers, and we seldom see forget-me-nots without associating them with the summer sky from which they seem to have borrowed their tints.

But there is a little book which carries the reader away from the noisy city to the fresh, green woods and fields where, among the bees and blossoms, it teaches that every flower with its characteristic color, was once as yellow as the buttercups, and how, long ago, this, a flower had no beautiful petals, but only a plain little pistil with stamens to keep it company.

This book is written by one who has spent many hours to study Nature in all her moods, who has the patience requisite for the weary hours of watching which a

ary before one can discover her delightful secrets.

Grant Allen has a pleasing way of writing these secrets with any one who reads his books; and in "The Colors of Flowers" the blossoms are given a personality, which makes the reader feel that he is enjoying a charming fairy tale, instead of a book of science.

The author's theory is that all petals are derived from stamens, and as the stamens of nearly all flowers are yellow, the first petals were also yellow. Gradually these changed color by the aid of butterflies and other insects, some becoming white to attract moths which come only at night, and some becoming red or purple to attract bees; for these colors are not for their beauty alone, but for advertisements which entice certain insects to try the honey of the flower.

In order to aid these visitors in finding the honey, many flowers have upon their petals fine dark lines which lead to the heart of the blossom, where the coveted sweets are stored. Without these guiding lines the poor, blundering bee must search all over the flower before finding the honey.

Not only are the colors changed, but the author tells us that in time flowers change their shapes for the convenience of their insect visitors; the corolla of some becoming long and slender in order that butterflies may reach the honey with ease, while others grow broad and flat for the convenience of small beetles. These highly developed forms are usually blue or purple, these being the most advanced hues yet attained. Roses are very simple in form and their tints correspondingly simple, but in years to come, according to this general law of progression, our descendants may gather red or purple roses, and think no more of it than we do when we pluck our delicate pink and white ones.

We find this whole theory is based upon natural selection, and although much has been written by many authors upon this and similar subjects, this book is more pleasing to many readers than the works of most scientists, for the subject is treated in such a light and fascinating manner that a child might enjoy a great part of the book, and to one familiar with botanical terms it is exceedingly entertaining and instructive.

The ideas expressed are so charmingly original and striking, and so full of thought and scientific research, that before they were fully matured, Mr. Darwin, in a letter to Grant Allen concerning the proposed book, expressed his approval and admiration in the warmest terms.

Having received such commendation from this noted scientist, together with words of interest and assistance from other sources, the author was encouraged to gather his ideas and publish them in the book which we find so fascinating.

The subject is presented in a forcible manner; the thought being expressed with such ease and clearness that it is understood and appreciated without difficulty. His style is characterized by a simple elegance and smoothness very pleasing to readers.

After a careful study of this book in connection with Nature's great Text Book, which is always open to observers, it seems natural to suppose that florists might develop remarkable flowers and plants, adding rare specimens to our already abundant supply.

By teaching people to observe the wonderful workings of Nature, it is likely to create an interest in science, and each new discovery will encourage other endeavors, until at last the great secrets of plant life shall be revealed to all mankind.

A. S. H.

THE PACIFIC COAST TEACHER.

OBSERVATIONS CONCERNING ELM BLOSSOMS.

MARY KEEFE.

Several weeks ago when my attention was first called to the elm as an interesting subject for study, the trees I examined were covered with innumerable blossoms. The sessile flowers were grouped together in small, cylindrical clusters surrounded at their base by a mass of scaly bracts. These bunches were arranged alternately on the branch. The pistil was wanting in the flower. I found a five-sepalous calyx, four stamens, and a two-carpeled pistil. The anthers were a reddish brown, surmounting a green filament. The pistil and stamens were pale green in color. The stigmas curved outward. As I watched the growth of the seed-pod, I discovered that it was gradually changing its shape as it grew, and the stigmas were joining until at the present writing, they are united, except at the tips. The pistil in the flower of six weeks ago was longer than an eighth of an inch, while now the fruit is, in many cases, an orbicular or broadly-elliptical seed-pod from half an inch to three-quarters of an inch in diameter.

As the pistil was two-carpeled, the ovary must have contained two cells with at least the beginnings of two seeds in each cell, yet, only one cell performs its work, and but one oval matures.

The elms are covered with these seed-pods in such profusion, that, at a distance, the trees appear as if they had begun to leave out.

It seems strange that in the elm, no fruit comes until after the fruit is formed in many trees with which I am familiar, such as the apricot. Here, the leaves are fully devel-

oped before there is much growth of the fruit. I can account for this by supposing that all of the elm tree are directed toward the production of the fruit. I think it has such an immense undertaking in bringing this great quantity to maturity, that, if it were engaged at the same time in the making of leaves, work would not be so well done.

SCIENTIFIC

MY OBSERVATIONS OF THE CATERPILLAR.

DORA C. CARVER.

On the 5th of September I found a very peculiar caterpillar (a *Parasphragis*) in a bunch of parsley. I caught it and put it into a box. It was about an inch in length and very pretty, with black and green, spotted with white.

The skin of the caterpillar was very thin, there being no hairs growing on it. When the caterpillar was disturbed, it immediately withdrew its feelers, which were of a pale green color, and had small black spots at the end of them; but as soon as it was undisturbed, it would draw them out, leaving no trace of their previous position, and then it would emit an offensive odor, which I can assure you have been for defense.

I fed it regularly every day, and observed that it ate voraciously. On the 19th when it became very fat, it would not eat. On looking at it the next day I saw that it had changed the side of the box and was of a lighter color than when I first found it. I found that the caterpillar had shed its skin and this accounted for its change in color. The old skin was

ll and was lying on the bottom t.

terpillar was attached to the ie box, by two very delicate hich were fastened to the cater- at half an inch from the mouth, ight together and fastened to

It now remained stationary day the bright green and yel- ings had almost disappeared, ext day the color had changed and the caterpillar was at last o a perfect chrysalis.

description given in "Injurious Orchard and Vineyard etc.," ew Cooke, I conclude that the is one known as the parsley . The butterfly is described about three and one half inches panded, and Cooke says it is h two rows of yellow spots near edge of the wings. The hind tailed, with several blue spots, ve the angle near each tail is spot centred with black.

R MAGAZINE TABLE.

SCIENTIFIC.

ce for March 17th contains sev- interesting articles. Students s will find some valuable sug- under "Boiling-point and Ra- olecular Force." In "Letters litor," under the head, "Does orb Light," and "Stars Invis- ise of Distance," will be found tical ideas. "California Picto- d Hieroglyphics" bears directly y work and contains some help- nation. Those interested in l studies are referred to "The and Arrangement of Eggs in and to "Natural Selection and tance," "Ravages of Book- and "The Evolution and Use

of the Aftershaft in Birds," March 24th.

The "Review of Reviews" contains a fine full-page engraving of Pasteur, with a brief account of him and his work. A fuller account of his life and work is given in the March *Forum*. "Music as a Substitute for Medicine" is an interesting article in the "Review of Reviews."

The *Popular Science Monthly* has a very full account of Robert Hare and his work. Probably few are aware of the real value of his scientific work. All will do well to read this.

ALUMNI NOTES.

Ruth Fowler, June '91, has resumed work at her school in San Luis Obispo Co.

Bessie Newcomer, of the Class of June '92, is teaching in Pope Valley, Napa Co.

Jennie Towns, of the Class of June '90, is teaching in Sutter Creek, Amador Co.

Emma Howard, June '92, is on the substitute list in San Francisco and is kept busy.

Florence Cogswell, June '92, has been substituting in San Francisco since the Christmas holidays.

Alice Hanaford, June '91, has given up her school at San Simeon, and starts East some time this month.

In the same county, we find Alice Fountain, of the same class at work. Her school is in Child's Valley.

Laura Everett, June '92, expects to give up her school at Kent, Sutter county, this spring for a trip East.

Elsie Robertson, January '93 is teaching at Volcano, about eight miles from her home, Jackson, Sutter Co.

During the past month Christina Struve, a member of the December Class of '85, died at her home near Watsonville.

We were glad to see Emilie Bergen back in our halls this month. She graduated in January, '91 and has since been teaching in the Kindergarten Department of the Berkeley Public Schools. She seems very much interested in her work.

DIED—At her home at Gold Hill, Nevada, February 26th, Nettie C. Sharp, a member of the December Class of '85.

The above intelligence will carry sad tidings to many loving friends and class-mates. For three months Miss Sharp has suffered uncomplainingly from a disease which baffled the skill of physicians, till finally she was called by the Great Physician to her Eternal Home.

Miss Sharp has taught four years in the schools of Gold Hill, and the appreciation of her work was attested by the long line of school children on foot, and by many sympathetic friends in carriages.

The funeral services were held under the auspices of the Chosen Friends, and the Eastern Star branch of the Masonic Order, both of which societies she was an active member.

ALL SORTS.

"A little nonsense now and then,
Is relished by the best of men."

What the students like to hear:—

Professor Rattan tell a story.

The bell after the fifteen-minute exercise.

"The students will meet their class-teachers at 11:45 to receive their folders."

"Next Wednesday being a legal holiday, there will be no school."

"The students will come to the hall instead of going to the fifteen-minute exercise."

"Leap-year has been defined by the small boy, as, 'One extra day of school.'"

"A flirtation is a smile to-day, a cry to-morrow, and a blush every day thereafter."

"The pen of the marriage license clerk is not always mightier than the sword of law in a divorce court."

Miss W.—"What is the Holy See?"

Ingenuous Pupil:—"I think it is the Sea of Galilee."

Three-year-old Carlyle had been naughty, and was very despondent as his mother led him toward an adjoining room for purposes known only too well to the offender. Suddenly a thought struck him, and he gave this sage advice: "O mamma! Don't go in that room, there's mice in there."

"We have with us this morning the well known Mr. Blank, who will speak a few minutes on the subject of—"

"Lawyers must be superior to other men for they are generally seen at their best when going through the greatest trial of their lives."

We notice that some of the students have contracted a severe case of "bacteria." If they wish immediate relief, we advise them to undergo a process of boiling at a temperature of 240 degrees.

"Excuse me, sir, but did you lose your arm in the war?"

"Yes, at Bull Run."

"How thankful you must have been it was not a leg you lost."

"Yes, I am losing some of my flesh, I am glad to say. My doctor advised me to get a safety and ride it."

"And it had the desired effect?"

"Oh, yes! I've been falling off ever since."

"Men look to us for service; let us then Bestow the best we have, and are, on men. They have had enough of swords. Put up the sword!

The only rightful weapon is the pen."

Young Man:—"I have come to pay my addresses to your daughter, sir."

Mr. Front Street, (absent-mindedly):—"Pay! Thank you very much; I'll give you a receipt in a moment."

"A great start has been made in the higher education of women in Germany. Nine professors of the University of Gottingen offer private courses to women students in various branches, ranging from church history to experimental psychology. It is very encouraging that so many German professors in our university favor woman's education."

Fred.—"Now we've got this dog in partnership, Tom, and half belongs to each of us. We'll call one end yours and the other end mine, and you can have just which end you like."

Tom.—"That's generous."

Fred.—"You can have the front end, with the ears, and the mouth, and the collar and teeth, or the rear end with just the tail."

Tom.—"I'll take the front end."

Fred.—"All right. You'll have to feed him then."

KINDERGARTEN AND PRIMARY DEPARTMENT.

ated to the Psychology of Childhood, Scientific Study of Children, and Kindergarten System and Its Application to the Public Schools.

ed by MR. C. H. MCGREW, Secretary of California School of Methods, and Principal Professional Training School for Kindergartners and Primary Teachers.

All communications for this department should be addressed to MR. C. H. MCGREW, Box 938, San Jose, Cal.

I.

LAWS OF CHILDHOOD.

This article will conclude the Series on the Laws of Childhood. These articles have appeared in the several issues of THE TEACHER since last October. I have expounded them in a simple way and hope I have shown to teachers and kindergartners reading these pages the necessity of understanding these laws in the scientific study of child life. In the last issue I expounded several of the

PSYCHOLOGICAL LAWS.

I will conclude these laws with a brief statement of the law of expression.

Law of Expression—Complete mental or complete mental development includes Sensation, Mental Action and Expression. As Mental Action in its natural forms arises out of Sensation, so Expression in its several forms arises out of Mental Action. Mental energy is manifested as Instinct, Emotion, Thought, Volition, and in all these forms it finds expression through the body and special powers. And the value of expression as a means of mental growth is just beginning to be understood. Expression stimulates thought and emotion and the expression of thought and emotion. The true psychologist and educa-

tor studies expression in its broadest sense and relations, as a manifestation of life in every phase. No subject is more interesting than to study expression as the manifestation of life in the lower forms—plants and animals. In such a study one is constantly impressed with the manifestation of intelligence, suggestive of human and even divine attributes. And here let me note we do not begin to understand a living organism until we understand its modes and forms of expressing its life experiences. How little then do we understand the plants and animals about us! How little do we understand child life. How many thousand gestures, looks, movement do we see daily in the life of persons we meet that we do not understand the Instinct, Thought or Emotion that prompts them. It is true most people understand little more than the conventional forms of expression. The spontaneous, instructive expression is the best indication of the natural disposition, character and inner life of the individual. This should be carefully studied in ourselves and others. It gives us a quick and clear insight into the secret desires, motives and thoughts of human beings.

The several forms of mental activity—Instinct, Emotion, Thought and Volition

—find expression in the following kinds of expression. Often a thought or emotion is given out in several of these forms, and thus becomes stronger, fuller, clearer and deeper.

1. *Physical Expression*:—For the lack of a better name, I will call the spontaneous, free, natural outpouring of Instinct, Emotion and Thought Physical Expression. While it is true all expression is done through the physical organs and powers, this form uses the body, limbs, head and face in a free spontaneous and unconventional way. It is sometimes called natural language. It is more properly the language of the natural life. It includes bodily movements and attitudes, movements and positions of the head and limbs, gesture and all forms of facial expression—as the smile, laugh, frown, glance of the eye, countenance, and positions and movements of the mouth and head. It is our most valuable and most subtle means of expressing emotion, thought and volition. No other means is half so effective. It is this which gives the value and charm to personal interviews and presence, which nothing else can take the place of. It is this expression which gives us our deepest, broadest and subtlest knowledge of human nature. In these natural forms of expression, are to be found the greatest power of the teacher, and the secret and charm of personality.

2. *Vocal Expression*:—This includes all kinds of expression through the human voice—conversation, speech, song, accents, inflections and tones. It is a means of conveying thought and feeling. The human voice is one of the most elevating and refining influences on the mind. It is especially necessary in cultivating the emotional and spiritual powers. The deep, and delicate and spiritual capacities of our beings are aroused

only by the human voice. It is especially observable in the deaf and dumb that they lack these delicate, emotional, spiritual and soulful expressions, which are not lacking in the blind and those who hear and speak as classes. Much, very much depends on the quality of the voice. No other peculiarity of a person impresses us so favorably or unfavorably as the voice. It speaks great truths to us in many ways. It reveals to us the inner character and force of its possessor, no matter what his desires may be.

3. *Rhythmical Expression*:—Closely related to vocal expression, and often blended with it is Rhythmical Expression. This includes rhythm in motion and sounds. Rhythm in motion gives us grace, harmony and beauty in action. Rhythm in sound gives us music. Both forms are powerful means of expressing the feelings and emotions. Rhythmical Expression contributes largely to the culture of the æsthetic side of our natures. Its chief value is to be found in its appeal to ideas and feelings for the beautiful and spiritual.

4. *Graphic Expression*.—This is one of the most painful and practical modes of expression known to man. Its relations to education, and civilization are many and constantly increasing in number and importance. As a means of rapidly conveying ideas and feelings it perhaps surpasses all other modes of expression. Its several forms are Writing, Drawing, Engraving, Etching, Painting, Photographing and Printing. In many instances several of these forms are combined, as in Photographing, and become the most powerful means of conveying thought and emotion. Intellectual education and the dissemination of knowledge are largely dependant upon the various forms of graphic expression. And as civilization grows these modes increase in number.

ber and value. It is entirely possible to combine in inventions two or more forms of human expression. The telephone as an invention for vocal expression promises to be improved by combining the Photographic Process with it. This would combine the vocal and graphic forms of expression for communication at a distance, and be almost as effective as face to face communication.

5. *The Plastic Expression.*—This is one of the oldest forms of expression. It includes modeling, carving and sculpturing and moulding. It works with plastic materials, or materials made plastic. It too has grown with civilization, but its advances do not seem so great as the Graphic mode of Expression. In the region of fine arts its development has been mainly in the lines of modeling and sculpturing. In the useful arts, mainly in the lines of carving and moulding materials for building. Its commonest materials are clay, stone, wood and metals.

6. *Constructive Expression.*—This form of expressing thought and human desire covers the largest field of human activity. It consists of Inventing, Constructing, Creating, Producing and Manufacturing. It includes a large number of arts, trades, pursuits and professions. It calls out the highest inventive and constructive powers of man. It embraces much of the material products of civilization from the simplest construction of the child to the greatest structure of modern times requiring the greatest talents and skill of man. Inventing, building, manufacturing, architecture, engineering are the most common forms of constructive expression. Our age of all ages in the history of civilization is characterized by great inventive and constructive skill.

Now all their forms of expression are natural and easily acquired by children. The work of the kindergarten and school

should show training and use in all. One of the greatest differences between the traditional school and our best modern schools is the training and culture given in all these forms of expression in the latter. Expression deepens, broadens, and classifies ideas and thoughts, and is necessary in developing the power to think. The more all-sided the expression is, the fuller and more perfect the development of power. The Kindergarten, Manual and Industrial Training Schools and Polytechnic Colleges and Universities are the best types of institutions teaching all-sided expressions.

II.

POST-GRADUATE COURSE FOR KINDERGARTNERS AND NORMAL GRADUATES.

The first Post-Graduate Class of Kindergartners on the Pacific Coast, and as far as known in the United States, has been instructed and trained during the present year by Prof. C. H. McGrew. The work has been done under the auspices of the California School of Methods for Teachers and Kindergartners, but in San Francisco at the rooms of the Golden Gate Kindergarten Training School. The course of instruction has been of a high order, receiving the hearty commendation of specialists in education both east and west. It has created such interest in kindergarten and educational circles, similar courses are proposed in Los Angeles and different parts of the East. Calls for the outlines of the course have been so frequent that the first monthly circulars are exhausted. Consequently we publish a synopsis of the general subjects of each month's lectures and studies under the three principal departments of work. The following is the syllabus of the course:

HISTORY OF EDUCATION IN EUROPE AND AMERICA.

1. Lecture and study on the European

Mind and Revival of Learning from 1400 to 1609.

2. Lecture and study on the Protestant Reformation and its Influence on Educational Thought and Practice.

3. Lecture and study on the Rise, Development and Influence of Scientific Thought on Civilization and Education.

4. Lecture and study on the Rise, Development and Influence of European Universities on Educational Thought and Practice.

5. Lecture and study on the Attitudes of the Church, State and Science towards Investigation, Truth and Educational Progress from 1500 to 1800.

6. Lecture and study on the Great Educational Reformers, Comenius, Rousseau, Pestalozzi and Froebel, and their Ideals, Rank and Influence.

7. Lecture and study on Modern Sciences and its Influence on Educational Institutions, Thought and Practice in America.

8. Lecture and study on the Growth of Higher Education in the United States and its Influence on Elementary Schools.

9. Lecture and study on the Rise and Growth of the Free Public Schools and Kindergartens in the United States.

10. Lecture and Study on the Rise and Growth of Normal Schools, Kindergarten Training Schools, and Professional Colleges for Teachers in the United States.

PSYCHOLOGY OF CHILDHOOD AND STUDY OF CHILDREN.

1. Lecture and Study on the Laws of Childhood and the Physical and Mental Types from these Conditions of Life.

2. Lecture and Study on the Physical and Mental Conditions and Activities resulting from the Laws of Childhood.

3. Lecture and Study on Sensation and its Relation to Mind Manifestations and Development.

4. Lecture and Study on Instinct and its Relations to other Manifestations of the Mind and its Development.

5. Lecture and Study on the Feelings or Emotions, their Origin, Nature and Relations to other Manifestations of the Mind and its Development.

6. Lecture and Study on the Emotions, their Expression, Influence and Culture in Children.

7. Lecture and Study on the Development of Concepts in the Mind and the Process or Faculties involved in Thinking.

8. Lecture and Study on the Development and Training of the Will.

9. Lecture and Study on the best Lines and Methods of Studying Children.

10. Lecture and Study on the Results of Studying Children for the Year.

THE SCIENCE AND ART OF THE KINDERGARTEN AND PRIMARY EDUCATION.

1. Lecture and Study on the distinctive Principles of the Kindergarten System, sometimes called Froebelian Philosophy.

2. Lecture and Study on Kindergarten Principles in comparison with the Principles of Natural Education and the Art of Education as deduced by Joseph Payne.

3. Lecture and Study of the Kindergarten System as a Natural Education based on the Natural Development of Children.

4. Lecture and Study on the Educational Value of the Gifts and their application to Kindergarten and Primary School.

5. Lecture and Lesson on the Educational Value of the Occupations and their application to Kindergarten and Primary School.

6. Lecture and Study on the Gifts,

Occupations and Materials of the Kindergarten, showing which has the greatest educational, which is becoming absolute, and in which lines new Inventions and Occupations are desired.

7. Lecture and Model Lessons in Numbers, Nature Study and Primary Science.

8. Lecture and Nature Lesson and Primary Science Work. Illustrated with Lessons on the Violet and Calla.

9. Lecture and Lesson on the Relation of Nature Study to Drawing, Form, Color, Number and Language Work. Model Lessons on the Potato, Orange and Honey Bee.

10. Lecture and Lesson on the Uses of the Story in Teaching Language and Reading to children in Kindergarten and Primary. Model Lessons according to the most Natural and Approved Methods.

The plan of giving this course is both unique and original. Monthly circulars have been printed for class use, outlining these general topics for the month. For example the topics numbered "No. 1" under all three general headings were outlined for lecture and study during September and those designated as "No. 2" under all three heads for October and so on for the ten months. At the class meetings on the first Saturday of each month, Prof. McGrew would open these subjects of study by a lecture on each general line. The class would make a synopsis and record of each lecture, and with these lectures and the printed outlines of each subject, giving special and definite readings on each subject, the class were guided and directed in their reading and investigations. These lectures were supplemented by special lectures on the same lines by several of the ablest teachers and educators in the State, among whom we may name Mrs. Mary Sheldon Barnes, Mrs. Sarah B. Cooper,

Prof. Herman Kruzi, and Prof. Earl Barnes. Besides the regular monthly meetings for all day sessions, the class has met Prof. McGrew about the middle of each month throughout the year for a three or four hours Seminary Session. At these seminary sessions, educational principles were discussed, special subjects treated and model lessons given, the whole class taking part in the discussions and work.

Twenty-four graduated kindergartners were enrolled in this Post Graduate Course in September, of whom some eighteen will be able to finish the course in June, and receive the special Post Graduate Diploma from the Cal. School of Methods. A special diploma is granted these teachers because of their previous training courses and experience, and because of the high grade and liberal course of instruction they have received.

This same course of instruction and training will be continued next year for kindergartners and Normal Graduates. Some modifications in the line of Art and Technics of the Kindergarten will be made for Normal Graduates, not trained in kindergarten work, so this class of teachers can be admitted to the course and receive when finished, the special Post Graduate Diploma as kindergartners and primary teachers.

Several applications for admission to the course have been made by Normal Graduates this year, but not having had any kindergarten training they had to be refused. They will, however, be admitted this coming year and the course specially modified to meet their wants.

We have always noticed that Normal Graduates make the best kindergartners and primary teachers when trained; and this opens up to Normal Graduates a long desired opportunity to get a Post Graduate Course of Professional Instruction

and Training, specially and practically adapted to educational work and and progress.

KINDERGARTEN AND EDUCATIONAL NOTES.

The city of Los Angeles leads all other cities in the State in the number of public school kindergartens. In the last three years it has established eighteen kindergartens as a part of the public schools, and now employs thirty-six kindergartners. Much credit for all this is due Supt. W. M. Friesner. Mr. Friesner is one of the wisest, most progressive and most efficient superintendents in the State. He has shown great organizing and executive talents in the rapid growth of his schools.

Mrs. Nora D. Mayhew has had charge of these kindergartens as the supervisor. All the details of management and work have fallen to her. In this field she has made a marked success. Mrs. Mayhew is a graduate of the St. Louis City Normal School and was trained in kindergarten work by Miss Susan E. Blow. She is a lady of culture and pleasant address, and exerts a good influence on those with whom she works. She has recently had her training class incorporated as the Los Angeles Training School. This Training School will train kindergartners especially for the Los Angeles schools. It is the desire of Mrs. Mayhew to arrange if possible for a Post Graduate Course for the Los Angeles Kindergartens, similar to one given under California School of Methods. In all the kindergarten work in Los Angeles is in a very growing condition.

The County Institute of Los Angeles was held during first week in April. It is one of the largest and ablest bodies of in the State. Supt. Seaman is organizer among the County Su-

perintendents in the State. He plans his work and executes it in a masterly way, without that nervous, fussy, speech-making which characterizes so many County Superintendents.

The regular instructors were C. H. McGrew, Elmer Brown and Miss L. Anna Morris. Single lectures were given by Dr. Jordan, Prof. More, Prof. Baldwin and Prof. Keyes. Prof. McGrew gave eight lectures on Psychology, History of Education, Nature Study, Science and Language Work during the session—about twice as many as both of the other instructors. One of the finest things said during the session was said by Prof. Keyes in his lecture on Manual Training. He said he noticed progressive men in every city were ashamed to acknowledge the fact, if they did not have the kindergarten a part of the public schools; and that was the best evidence of educational growth in a city.

Mrs. Carolyn M. Alden of Providence, Rhode Island, has moved to Los Angeles, and is founding a Froebel Institute for the training of children and youth, and for the instruction and training of mothers and young women as kindergartners—more for the home than school service. We are informed Mrs. Alden will invest some thirty thousand dollars in buildings, and open her school in October. She has the encouragement and patronage of many of the best people in Los Angeles. Such a school as Mrs. Alden is opening in Los Angeles ought to be opened in every city of any size in this State. And our wealthy people ought to come forward and endow such schools, so they would not have to depend upon tuition for a support. A school of that character, with such aims and methods as it proposes is worth more than a dozen of the ordinary female seminaries, convents and theological institu-

tions, which are being endowed every day.

We have had the pleasure of meeting Mrs. Alden and learning of her work. She is a lady of broad culture, fine address and high ideals. She is a very worthy addition to our kindergarten and new educational workers in the State. We take pleasure in extending to her a personal welcome, and also giving her plans a most hearty commendation.

RESOLUTIONS.

WHEREAS, our esteemed friend and class-mate, J. L. Beall, has been deeply bereaved by the death of his mother, therefore

Resolved, That we, the members of the class of June '93, tender him our heartfelt sympathies in this time of affliction.

Resolved, That we join in a material expression of our sincere condolence by sending a floral offering to the grave of the deceased.

Resolved, That a copy of these resolutions be sent to our friend, that they be placed on our minutes, and that they be placed on our minutes, and that they be published in the PACIFIC COAST TEACHER.

Committee { EDNA JOHNSON,
ANTOINETTE KNOWLES,
GRACE BLANK,
MAY WADE,
LOU HENRY.

ALUMNI NOTES.

H. J. Miller is teaching at Snelling, Merced County.

E. L. Spinks is in the Abstract and Insurance business at Merced.

Miss Julia Washington is one of Merced County's successful teachers.

Miss Alice H. Dougherty is teaching at Volta, Merced County, and is a member of the County Board.

Lloyd Childs, June '91, is teaching in Randall District, Stanislaus County. Lloyd is a persistent worker and succeeds in whatever he undertakes.

John G. Jury, June '89, passed the examination before the Supreme Court of the State of California at Sacramento on May 2nd, and is now an attorney and counselor at law.

The Pacific Coast Teacher

A Magazine devoted to the Educational Interests of the Pacific Coast.

OFFICIAL ORGAN of the ALUMNI ASSOCIATION of the SAN JOSE STATE NORMAL SCHOOL.

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REPORTS FROM COUNTY SUPERINTENDENTS indicate that a large number of teachers contemplate going to Chicago during June and July.

WE ASK YOU TO CAREFULLY consider the advantages we have to offer in the way of an excursion to the World's Fair. If you desire to go, we should be pleased to have you communicate with us immediately.

PICNIC, CAMPING AND EXCURSION time has come. The door of the school-house will soon be closed and the wielder of the rod and the moral persuasionist will hie away to seek new health and vigor. May each be successful in her search and return to her duties next autumn brim full of life and enthusiasm and determined to earn the increase in salary that we hope was granted at the first meeting of the new Board of Trustees.

Good Pneumatic Safeties FOR RENT
At 25 Cents per Hour.

A. T. MERIGOT & CO'S,

Agents for Victor and Rambler Bicycles.

212 West Santa Clara Street.

ANOTHER "FAD" HAS BEEN SPRUNG upon an unsuspecting public—teaching children to be "ambidextrous;" that is, to use both the left and the right hand equally well.

This amphibousness with both hands sounds well in theory but can have but little value practically. If a boy leaves school able to write with one hand decently, he is indeed fortunate, considering the abominable way in which penmanship is sometimes taught.

ON account of the World's Fair disorganizing business and drawing away so many of the teachers the Board of Directors of the California School of Methods have decided not to hold any summer session this year. The next and Fourth Annual Session will be held in the State Normal School building in July, 1894. At the next session the first Professional Diplomas will be conferred on all those who have completed three sessions of work. The first diplomas would have been granted this year if a session had been held.

Sacramento Coffee and Chop House.

45 Eldorado St., SAN JOSE, CAL.

* *

ALBERT E. WHITE, Proprietor.

Good Meals from 15 cents up.

SUPERR COFFEE.

CHROMO REWARD CARDS.

800 pretty designs—flowers, fruits, scenes, views, birds, animals, crocodons, juveniles, etc. Prices for 12 cards, size 3x4 1/2 inches 8c; 3x5 1/2, 12c; 4x6 1/2, 20c; 5x7 1/2, 35c; all pretty chromo cards no 2 alike. Samples chromo reward cards, and price list school supplies free by mail. A. J. FOUCH, WARREN, PA.

WE OFFER THE SUGGESTION THAT the San Francisco *Examiner* Company decorate the car that will carry the bright girls and boys to the World's Fair with pictures symbolical of various scenes in the life of Columbus. The series of steel engravings known as the Columbian postage stamps might be framed for that purpose.

Children should be specially trained to habits of observation.—*Search, Edmunds.*

Development of character in the child should be a guiding principle in education.—*De Garmo.*

There is abundant evidence that educational processes may be greatly quickened in every grade of work.—*Bradley.*

Ethical principles may settle many questions pertinent to the morals and to the moral and religious instruction of public schools.—*Newbold.*

Primary education should have the kindergarten's objective atmosphere but not its deadly objects. The instinctive interest of the child in the cause and effect of natural things suggests a newer and better method.—*Nichols.*

A great danger connected with our method of teaching in large graded schools lies in the lack of opportunity for personal influence on the part of the teacher.—*Everett.*

FINE PRESENTS

Gift Books, Poems in Nice Binding, Leather Goods, Etc.

E. B. LEWIS, Bookseller,
12 South First St., San Jose.

NORMAL GRADUATES

The Pacific Coast Teacher.

VOL. II.

MAY, 1893.

No. 9.

AMERICA.

An Ode, on the Opening of the Columbian Exposition.

BY NORMAN DE LAGUTRY.

I

AMERICA, majestic giantess
Of beauty stern, whose arms omnipotent wield
Weapons of heaven eternal:—O thou steeled
In hate and love! O invulnerable! Shield
Of toiling man from shock of tyranny's
storms:—

Thou who, of all, alone
World-ancient wounds with present happiness
Hast healed:—

Last fortunate child of time,
Fashioner of strange forms
For beautiful use unknown,
Who uprearest vast thy throne
Where one day thou must sit aloft sublime.—

Dare a weak voice address
Thee, peerless titaness,
And bid thee hark, his meaningless words in
rhyme?

So full of lustrous deeds,—
Thou canst not hear the rustle of riverside
reeds,—

Valuing men's applause
As roar of forest foliage in the wind;—
Thou whose brows ache
Imagining final laws,
In whose ears wearily the world's wheels have
dinned:—

Shall I, America, break
On thy august privacy, and bid thee pause
To approve some random chaunt an idle mood
might make?

II

Nay, never! Thy song birds in the bloomy
brake—

Thou hast not leisure even for them.
Thou canst not stretch thee down
When fragrant bushes shake
In sweet airs each his crown
Of blossoms for thy sake;

When meadows laced with dew-webs
shine,

When every stalk and stem
Ravels young leaves, thou canst not there
recline

Amid the chirp and twitter,
The drone, buzz, whistle, rush and hum;
Thou hast no leisure to let thy look be lost
In soundless blues of heaven, though th' hour
should come,—

(Hope's sky blown bare, and earth new-
grassed and mossed,

And the wintry voice of ruin forever dumb,)
When, at length, thy choir of songster-birds
shall wake,

With mixture of cry and warble to heighten
the leaves' glitter,

In the full sun of actual vivid bliss,
By thee, O sweetener of earth's bitter,
Such joyous rest were held life spent amiss.
To thee, the sun-warm hour seems fitter
For arduous, thitherto unattempted
tasks:—

And yet, and yet, thy fameless singer asks
Brief audience of thee, O stern queen of
lands,

Turn him thine eyes and ears, and fold thy un-

wearing hands:—
 He hath no song his own—
 Only, thy glory shown
 Fills him with triumph-bursts that must be
 heard.
 Heed thine illustrious praise!
 Bow thee to harken this solemn day of days,
 A song—thy song, O Hope!—for men have
 erred;
 A song—thy song, O Youth!—for the world
 is old;
 A song—thy song, O Light!—to pierce the
 dark;
 A song—thy song, O Truth!—told and re-
 told;
 A song—thy song, O Right, O Faith, Life,
 Love—

Hark! Hark!
 America, *thy* song, that shall be heard,
 Thy song,—who art all these,—in every ring-
 ing word!

I

Brothers, say why we assemble
 Millions strong,
 Legions of light
 Leaving the battle-ground? Speak, is it flight?
 Or do the cohorts of gloom,
 Discomfited, crouch low and tremble,
 Hearing in caverns of night
 Wafts of our high festal song.
 Their mock-dirge and indubitable doom?

II.

Not to number the wounded do we rally,
 Or to bury with honor our dead:—
 For we dealt, never taking, fatal blow
 In the fierce, crashing onset of the foe,
 Fighting squadronwise or singly where our
 flashing banners led!
 Nay, our victories to count
 Do we muster on this mount
 Of steep vision o'er the battle plain of time;
 And to thunder deafening forth—
 Millions strong,—
 East, and West, and South, and North,
 Loud and long,
 One grand triumph-burst of faith and hope
 sublime.
 Till we loosen so perchance.
 From snow-peaks of cloud piled high,
 Radiant bliss, an avalanche,
 And a turbulent flood of sun
 From the glacier-blues of sky,

From the shaken heart of Heaven, o'er the
 field of slaughter won;
 Till a wind lift from its lair
 O'er its reeking wreck to fare,
 Scatter seeds of consolation,
 Dry the blood-pools of despair:—
 Till our earth leap through the void
 Born anew, and dare
 To flare
 The good news and salutation
 Of the hosts of gloom destroyed,
 Of a righteous, luminous race.
 Of a reverend, brotherly nation,
 To the farthest thick-starred edge of echoing
 space.

III.

Here throng we, O nation,
 Proud millions, wherefore,
 But to stand in exultation
 One moment, and adore
 In the people's voice
 God's choice,—
 A people of holy mind;—
 His toil of creative days
 In *their* toil up difficult ways
 That seek his temple and lustrous entrance
 find?
 Last banded fashioners of the image of God in
 man,
 We gather here, with gratitude, to survey
 What hath been done since this our eager
 day
 Of gracious work began:—
 Bless, O Creator, the product of our hand,
 Imperfect, yet revealing
 In outline clear and grand
 Thy second heaven and earth, thy kingdom of
 light and healing;—
 Thy image behold, O Eternal, in the expanse
 Of our own land and people, their promised
 permanence
 Of laws and life, the same yet ever reborn;—
 Thy image, Benevolent, in our brotherly
 grasp;
 Thine, Merciful, in our hospitable arms that
 clasp
 The banished of the old world's scorn;—
 Thy image, O Righteous, in generous
 men
 Valiant, chaste, incorruptible, gentle-
 souled;—
 Thy image in women, O Beautiful, who be-
 hold
 The sun and man and Thee fullface,

With purity virginal, infinitely bold,
 With feminine courage and grace;—
 Thy image, Supreme Majesty, king of heaven,
 we adore
 One minute by bliss transfigured, and will
 worship evermore.

IV.

So here to Thee, Americans, we swear
 We will not ever deny Thee God of Gods,—
 Whose image thus we fashion:—we will
 dare
 Fight
 For the right
 Against hell's flaming odds.
 We will not cease from toil,
 Yet never with things unclean
 Our consecrated hands will soil;
 Rather transmute the foul, the obscene
 By processes occult
 To lillies snowy, giving them our pure chil-
 dren, when they pour
 In choirs, innumerable as the sun's rays
 To meet Thee riding;—and exult,—
 Waving them to the swell of lofty lays,
 Like foaming waves of sea that have no
 shore,—
 Till thy whole path be filled with white
 amaze.
 At last we swear, at last
 We will not wail, and cant and waver more!
 Nor cry, "The past, the past!"
 Its succulent, servile fleshpots O restore!"
 Across this stretch of monotonous barrenness
 Where everything some sordid end must
 serve,
 We will believe there lies
 Thy land of beauty sworn us to possess,
 Clear to the seer's gloom-piercing eyes,
 Ours, and our children's children whom thou
 still wilt bless.
 From our path we will not swerve—
 Not for low greed, or affright;
 We will not cry out at the scourge
 Of thy chastening indignation,
 But will hasten bravely on to the River of
 Right,
 And our feet and garments purge,
 Ere we cross, thy chosen nation,
 Pure and strong, into our heritage of light.

V.

Sure of our manhood, womanhood and Thee,
 Americans, lo, the America to be:—
 One flowing tide of love at last,

Each drop component, still a love, and we
 Lost individuals in that general sea
 Whither all rivers of human love pour fast,
 Swelling its compass, to the ultimate shores of
 space,
 Until it spread forth vast,
 Calm, smooth, one mirror of God's august face;
 And shaken from death's sleep,
 For joy we weep
 And leap,
 And ecstatically cry:—
 "God of Light,
 And Right,
 And Might,
 Leave Thy throne of bliss on high,
 For thy people glorify
 In their love the shadow of Thee:—
 Thou art ours, O God, and we
 Clear and hushed Thy spirit-sea,
 Evermore Thy mirroring sea,
 Wherein the stars of Thy great heaven shine,
 Ever, forever, our Own, we Thine!"

I.

Trumpets have burst;
 They could not bear the stress,
 The volume of faith's utterance, and the first
 Tumult and crash of sound,
 Shattered sweet-sounding instruments, one
 and all.
 With too great joyousness,
 With passionate strains intense.
 Whence, then, America, whence
 Shall the great blast be blown,—hurl'd forth
 to bound
 From cliff to cliff vociferous, increased
 By their rocky-mouthed response,—a summon-
 ing call
 To the nations everywhere
 To come and claim their share
 In the pomp and glory of our sovereign feast?
 What have we left to gather them about?
 What but the thunder of multitudes, that fill
 All heaven with:

II.

"America, blest
 Among nations, queen of the earth,
 Footstool and seat of the Highest! O, best
 Gem of His sceptre, clasp of His girth
 Star of his crown, most fulgurant of stars!"
 Elect of all nations,
 Forever
 God's own!"

Normal Index Department

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It is with regret that we announce to our readers that at the close of this term Miss Schallenberger severs her connection with this school. But what is a loss to us is a gain to her, for she passes into a broader field of work. She is to be the assistant of Prof. Earl Barnes at Stanford University. She will have charge of an investigating and recording school in which the scientific study of children will be pursued. She will also give lectures in the educational department and do as much institute work as time permits. We wish her success in her new field.

SENATOR Leland Stanford has been invited to deliver the address on commencement day. The class of June '93 is one of the largest that has ever been graduated from the Normal. The commencement exercises will be held on June 23d, when about eighty-five diplomas will be issued.

The results of modern psychology, rightly apprehended, have an important ing upon practical pedagogy.

EDUCATIONAL.

SLOPES AND DRAINAGE OF EURASIA.

The predominant mountain system of Eurasia is in the southern part of the continent, and trends easterly from Spain to Bering Strait. It is made up of many ranges known as the Pyrenees, Alps, Carpathian, Caucasus, Hindu Kush, Himalaya, Kuen Lun, Khin Gan, Thian Shan, Altai, Yablonoi, and Stanovoi mountains.

The longest slope is on the northern and western side, and is intersected by the secondary systems, the Ural Mts. and the Scandinavian Mts.

On the short, southern and eastern slope is first a series of plateaus. The Great Central High Plain bounded by the Yablonoi, Thian Lhan, Kuen Lun, and Khin Gan mountains is the farthest east. The next is the Plateau of Thibet, which is bounded by the Kuen Lun and Himalaya mountains. The Pamir is at the meeting place of the Thian Shan, Karakorum, Himalaya, Suleiman and Hindu Kush mountains, and is consequently very high. The Plateau of Iran is bounded by the Hindu Kush, Suleiman, and Zagros mountains. Asia Minor is a plateau bounded only by low mountains. The Central Plateau of Europe has on its southern border the Alps and the Carpathian mountains; and the Spanish Plateau has the Peyrenees mountains for a northern border. South of these plateaus, the slope is intersected by many spurs, which extend south into the sea from peninsulas. A number of spurs extend from the Himalaya and Kuen Lun mountains, and form the peninsula of Indo-China—The Ghauts form Hindustan; the Arabian Plateau, Arabia; spurs from the Balkans, Greece; and the Apennines, Italy.

The great northwestern slope of the continent is divided into three drainage areas, the Arctic, the Northo-Baltic, and the Aralo-Caspian.

The Arctic drainage area is bounded by the Stanovoi, Yablonoi, Altai and Thian Shan mountains, and the Russian Plateau. It contains the basins of the Lena, rising in the Yablonoi mountains, and flowing north; the Obi and Yenisei, rising in the Altai mountains, and flowing northwest; and the Dwina and Petchora, rising in the Ural mountains and the Russian Plateau and flowing northwest.

The Northo-Baltic drainage area is bounded by the Russian Plateau, the Central Plateau of Europe, and the Scandinavian mountains, and slopes to the Gulf of Bothnia and Baltic Sea. It is drained by the rivers of the Scandinavian Peninsula and the Oder, Vistula, Elbe, and Rhine of northwest Europe.

The Aralo-Caspian drainage area is an interior basin bounded by the Ural, Thian Shan, Hindu Kush mountains, Plateau of Iran, Caucasus mountains, and Russian Plateau, and slopes to the Caspian and Aral seas. It is drained by the Volga, Ural, Amoor and Syr rivers.

The great south-eastern slope of the continent is also divided into three drainage areas; the Pacific, Indian, and Mediterranean.

The Pacific drainage area is bounded by the Stanovoi and Kihm Gan mountains, and the Plateau of Thibet, and contains the basins of the Amoor, Hoang Ho and Yang-tse-Kiang rivers. They rise in the Great Central High Plain and the Plateau of Thibet, are separated from each other by mountain spurs, and flow easterly.

The Indian drainage area is drained by, (1.) the rivers of Indo China, the Irrawaddy and Cambodia, which rise in

the Plateau of Thibet and flow south-easterly; (2.) those of Hindustan, the Ganges and Indus flowing southerly from the Himalaya and Suleiman mountains; and (3.) the two rivers between the plateaus of Arabia and Iran, the Tigris and Euphrates flowing south from Mt. Ararat.

The Mediterranean drainage area, bounded by the Central Plateau of Europe and the Caucasus mountains is drained by, (1.) Don, Dneiper, Dneister and Danube rivers, rising in the Russian Plateau and the Great Central Plateau and following into the Black Sea; and (2.) the Po and the Tiber in Italy, the Rhone in France, and the Ebro in Spain.

I. M. HAMMOND.

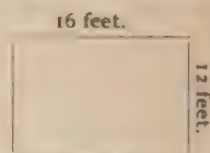
MENSURATION.

1. CAPPETING.

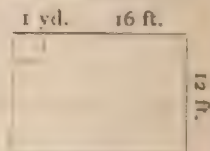
Carpet a room 16 ft. long, 12 ft. wide, with Ingrain carpet.

The child's imagination is brought into use by having him make mental pictures of each step.

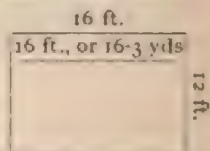
First Picture—A floor 16 ft. long 12 ft. wide.



Second Picture—A yard of carpet laid in one corner.

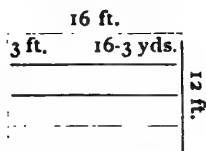


Third Picture—A strip of carpet 16 ft., or 16-3 yds. long, laid along the long side of the room.



Ingrain carpet is 1 yd., or 3 ft. wide, and since the room is 12 ft. wide it will take 4 strips.

Fourth Picture—4 strips, each containing 16-3 yds., or 4x 16-3 yds.=21 $\frac{1}{3}$ yds.



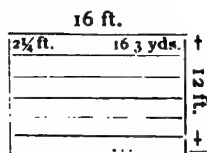
II. CARPETING.—Concluded.

Carpet the same room with Brussels carpet, $\frac{3}{4}$ yds. wide.

First, second and third pictures same as above.

Since the room is 12 ft. wide and Brussels carpet $\frac{3}{4}$ yd. or 2 $\frac{1}{4}$ feet, it will take a little less than 6 strips, but as strips are not cut, 6 strips will be needed.

Fifth Picture—5 strips, each 16-3 yds. long, containing 6x 16-3 yds., or 32 yds.

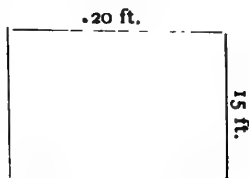


II. PLASTERING.

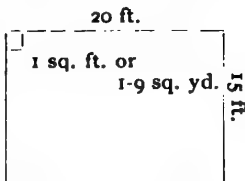
Find how many sq. yds. of plaster are needed for a room 20 ft. long, 15 ft. wide, 10 ft. high. There are 5 ordinary windows and 2 ordinary doors, 1 sq. yd. of plaster being allowed for each.

First picture.—A room 20 ft. long, 15 ft. wide, 10 ft. high.

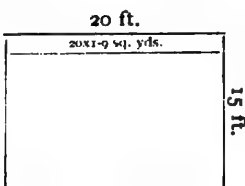
Second Picture—Ceiling 20 ft. long, 15 ft. wide.



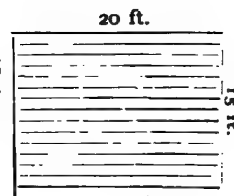
Third Picture—A square, 1 foot each way, containing 1 sq. ft., or 1-9 sq. yd. in one corner of the ceiling.



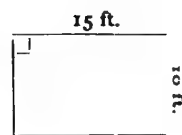
Fourth Picture—Along the length of the ceiling a strip containing 20x1-9 sq. yds.



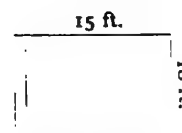
Fifth Picture—15 inch strips, containing 15x20x1-9 sq. yds.



Sixth Picture—In one upper corner of one of the sides a square, 1 ft. on each side, containing 1 sq. ft., or 1-9 sq. yd.

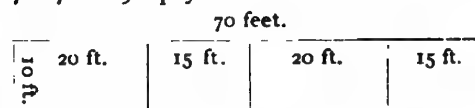


Seventh Picture—Down from the corner, along the edge of the side of the room, a strip containing 10x1-9 sq. yds.



III. PLASTERING.—Concluded.

Eighth picture.—70 strips, containing 70x70x1-9 sq. yds.



Plaster for ceiling=15x20x1-9 sq. yds.= 33 $\frac{1}{3}$ sq. yds.

Plaster for sides of room= 70x10x1-9 sq. yds.= 777-9 sq. yds.

Plaster for whole room 111 1-9 sq. yds.
5 windows plus 2 doors=5 sq. yds. plus 2 sq. yds.= 7 sq. yds.

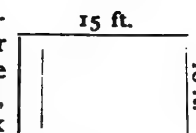
Amount of plaster needed= 104 1-9 sq. yds.

III. PAPERING.

How many rolls of paper are needed for a room 20 ft. long, 15 ft. wide, 10 ft. high. There are 5 windows and 2 doors, 1 strip of paper being allowed for each. There are 8 yds. in a roll.

First picture.—A room 20 ft. long, 15 ft. wide, 10 ft. high.

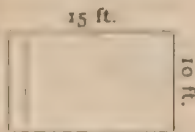
Second Picture—If we begin at an upper corner and roll the paper downward, there will be a strip 10-3 yds. long, and would need 10-3x 1-8 rolls.



III. PAPERING.

Paper is 18 in., or $1\frac{1}{2}$ ft. wide, then for a strip 1 ft. wide it would take $2 \times \frac{1}{3} \times 10 \times 3 \times \frac{1}{8}$ rolls.

Third Picture—A strip 1 ft wide, 10-3 yds. long, containing $2 \times \frac{1}{3} \times 10 \times 3 \times \frac{1}{8}$ rolls.



Fourth picture:—70 such strips containing $70 \times 2 \times \frac{1}{3} \times 10 \times 3 \times \frac{1}{8}$ rolls of paper.

70 feet.

20 ft.	15 ft.	20 ft.	15 ft.
--------	--------	--------	--------

$70 \times 2 \times \frac{1}{3} \times 10 \times 3 \times \frac{1}{8}$ rolls = 19 4-9 rolls
 5 windows = $5 \times 10 \times 3 \times \frac{1}{8}$ rolls =
 2 1-12 rolls.
 2 doors = $2 \times 10 \times 3 \times \frac{1}{8}$ rolls = 5-6 rolls.

2 11-12 rolls

Amount needed = 16 19-36 rolls

As parts of rolls are not sold, 17 rolls will have to be bought.

LITERARY.

GEORGE ELIOT COMPARED WITH SHAKESPEARE AND MILTON.

BY J. L. B.

The person who reads George Eliot's novels merely for the sake of the story, or for the literary style fails to grasp one of the principal elements of her power. In order to realize the full force of her genius, it is necessary to make a deeper study of her philosophy of life, and her analysis of character. It has been said of English authors since the Elizabethan period, that not a few of them have been inspired and influenced by Shakespeare or Milton—the two great masters of English poetry. Whether George Eliot has made either of them her guide, we

cannot tell, but that there are many points of resemblance between her works and theirs, a careful examination will show.

The work of the dramatist and that of the novelist are very closely related. The principal difference is that the former reveals human nature by exhibiting the actions of certain characters, while the latter shows it by explaining the grounds and motives of certain actions—the former makes the characters speak for themselves; while the latter makes their deeds speak for them. Both methods evince the same kind of genius—the power to see the operations of men's minds. This is the secret of Shakespeare's greatness. He is called the "thousand-souled," the "myriad-minded" Shakespeare, because he has the ability to put himself in the place of his characters, and is thus able to express the extremes of passions more vividly than any other writer has yet done. In this, George Eliot approaches nearer to him than does any other writer. An eminent critic says, "She is every whit as dramatic as Shakespeare."

One of Shakespeare's strongest characters is Macbeth, who has become famous for the intensity of his remorse. But is not Baldassarre's revenge even more intense? It was "like a fire kindled in him, to which every thing else was mere fuel." The poor old man, after having lived in bondage for years, comes almost to starvation. At this point he discovers, in the sacred locket that has been suspended around his neck from infancy, a valuable piece of jewelry, and goaded on by his terrible purpose of revenge, his first thought and act is to go direct to a shop and buy a poniard with which to take the life of the young man whom he has reared and loved from infancy, but who has forsaken him in his old age. So

terrible is his passion, that after years of impatient watching for his opportunity, he at last kills the traitor whom he hates as intensely as he once loved him. Soon after this, Baldassarre dies, his whole life burnt out by the fire he has nourished. We should search Shakespeare in vain for a stronger character than this.

With similar genius, George Eliot traces Silas Marner from his home in Lantern Yard to his solitary life at the stone-pits. How natural it was for the poor man to become a miser, after being cut off from faith and love. At first he works unremittingly without considering the money he is to receive for his labor. But he has no special purpose in life, so when he receives the money, he has nothing to do but keep it. Gradually the guineas, the crowns, and the half-crowns grow to a heap and after fifteen years "his life has reduced itself to the mere functions of weaving and hoarding, without any contemplation of an end beyond this. No less natural is it, when the money is stolen and the child comes into his care, that all his energies should be directed toward its comfort. The object of his toils now being more noble, Silas gradually loses all of his miserly habits, and drifts back into his earlier ways of living and thinking. The element that makes Silas Marner so strong a creation is the gradual deterioration, and afterward the development of character.

This power is also shown in "Romola," and here is George Eliot's most striking resemblance to Milton. It is a peculiar fact that her portrayal of the two principal characters in "Romola" closely resembles Milton's treatment of Satan and Man in "Paradise Lost." At first, Romola was a simple-minded, innocent young girl. So Adam, as he reigned sole monarch of Eden, stood in the image

of God, the symbol of purity. He was tempted and fell. At this point the two are dissimilar, but from here, it is interesting to trace the natural growth of character. Romola spends the early part of her life happily, caring for her blind old father. After she marries Tito, fortune turns against her. She is the victim of deception, cruelty, poverty, and disgrace, but in every temptation that comes to her, she considers thoroughly which course is right and which is wrong, and never fails to do the right. Thus there is a constant strengthening of character. In all her life she is a true heroine.

After Adam's fall, he utters a few cries of despair and remorse, but soon grows penitent and begins to pray

"In sorrow unfeigned and humiliation meek."
After this he knows

"Both good and evil,"
and Michael tells him

"Thou may'st repent
And one bad act with many deeds well done
May'st recover."

He takes an important step when he says,

"Assend, I follow the, safe guide, the path
Thou leads't me, and to the hand of heav'n
submit,"

after which we can trace a steady improvement until he says:

"Now first I find
Mine eyes true opening, and mine heart much
eased."

Gradually he receives more light and we hear the happy response,

"O prophet of glad tidings, finisher
Of utmost hope! now clear I understand
What oft my steadiest thoughts have searched
in vain."

Still he follows on until,

"Replete with joy and wonder,"
he exclaims,

"O goodness infinite, goodness immense!
That all this good of evil shall produce,
And evil turned to good,"

"Full of doubt I stand
Whether I should repent me now of sin
By me done and occasioned, or rejoice,
Much more that much more good thereof shall
spring,"—

"To God more glory, more good will to men."

The resemblance between Tito and Satan is even closer than this. Satan is not wholly bad at first, for

"Great indeed
His name, and high his degree in Heaven—"
"His countenance, as the morning star that
guides
The starry flock."

After his fall, he says,

"I give not heaven for lost,"—
"For who can yet believe, though after loss,
That all these puissant legions, whose exile
Hath emptied heav'n, shall fail to reascend
Self-raised, and repossess their native seat?"

"From this descent
Celestial virtues rising will appear
More glorious and more dread, than from no
fall

But with the other fallen angels, he soon decides that Heaven cannot be regained by direct contest or open war, and his attention is turned to Earth, which, he says,

"Will once more lift us up, in spite of fate,
Nearer our ancient seat, perhaps in view
Of those bright confines, whence with neigh-
boring arms
And opportune excursion we may chance
Re-enter heav'n."

On his way to Earth, when he encounters Sin and Death, he says to Sin:—

"I count no enemy, but to set free
Both him and thee, and all the heav'nly host
That fell with us from on high,"
and to search for them

"A place in bliss."

He passes the gate of Death, and at last comes to Earth. So far, everything is done openly, but now

"He casts to change his proper shape,"
that he may

"With secret gaze,"

behold man who is now the object of his search. He meets Uriel and enquires for the "fixed seat" of man, pretending that he wishes to worship him. This is his first falsehood. Immediately

"Horror and doubt distract
His troubled thoughts, and from the bottom
stir
The hell within him;"
and he says,

"To thee I call,
O Sun, to tell thee how I hate thy beams
That bring to my remembrance from what
state
I fell, how glorious once above thy sphere."

His last soliloquy runs thus:

"So farewell hope, and with hope farewell
fear,
Farewell remorse! All good to me is lost;
Evil, be thou my good."

In his younger days, Tito was "docile, pliable, quick of apprehension—a youth of even splendid graces, who seemed quite without vices." His first downward step was scarcely noticeable. After awhile the little rills of selfishness unite into a stream of evil that bears down all attempts at resistance. The time comes when he "has occasion to fabricate an ingenious falsehood."

The vice of lying becomes easier and easier for him until he tells what he knows to be false as naturally as he does the truth, if it suits his purpose. He soon begins to neglect his wife, the beautiful Romola, and it is not long before his affection for her is all gone. He disavows his aged father and brands him as a madman. "Falsehood had prospered and waxed strong, but it had nourished the twin life, Fear—the undying habit of fear." Thus he goes down, down until "he would have been capable of treading the breath from a smiling child for the sake of his own safety."

These observations bring to our minds two important facts,—first, that George Eliot's study of human nature, and her

genius in portraying character enable her to rival Shakespeare in his strongest point; second, that her vast range of knowledge makes it possible for her to weave into her stories a philosophy of life that for depth and grandeur is comparable only to that of Milton. Thus we see that the eminent author who calls herself George Eliot fully deserves the compliment paid her by the critic who said that she is both "Shakespearian" and "Miltonic."

SCIENTIFIC.

OBSERVATIONS ON THE ELM.

BY FRANK CARLL.

Perhaps no tree so common, is so little understood and appreciated as the elm. If it were a native of Africa or the forest of the Amazon, its peculiar habits would be known and studied by everybody, but like the missionary who is blind to suffering and want at home, people sit under the elm and study the wonders of foreign vegetation while the very shade in which they sit is but a shadow of leaves and branches more wonderful than those of any plant of foreign birth. Its whole growth from the embryo to the great tree whose seeds wing their way in every breeze, is worthy of study.

The first wonder of the elm growth is the fact that its blossoms appear, and fruit matures, before the leaves burst their winter buds. People are thus led to believe that the tree sheds its foliage twice in a single year. It is Nature's plan to scatter this important tree over the whole temperate zone. So she has given wings to the seeds, and commanded the foliage not to grow until the seeds are mature, that they may be free to fly wherever they will. Had nature al-

lowed the leaves to grow before the seeds, the elm might still be confined within the narrow limits of its native

Its blossoms appear about the middle of February in clusters alternately along the twigs. Each tiny blossom consists of a five-sepaled calyx, five stamens, and a two-carpeled pistil. The ovary grows about midway of the pistil and is enclosed by two elliptical carpellary leaves which grow together, forming wings.

A LESSON IN ELEMENTARY SCIENCE.

So much has been said about elementary science work that it seems unnecessary to add anything further. But so many teachers fail to see how much material they have at hand, or seeing it, do not know how to utilize it, that perhaps a few hints from our work might assist them.

Common plants, animals, minerals, and the phenomena of the weather furnish an inexhaustible store from which may be drawn material for reading, language, spelling, drawing, and even arithmetic lessons. A little ingenuity and patience on the part of teachers will make the work interesting, and it cannot fail to be very valuable.

As a suggestion for such lessons, the following is a story prepared by a pupil teacher and her class in the Training Department. They were third year pupils.

"THE LITTLE BROWN SEEDS."

"There was once a family of ten children who lived in a small green house. The mother of this family was the tree, because she fed them. The sun was the father. He gave them their pretty clothes.

The mother kept these children in the bedroom, because they were too small to

go out. She put two children in one room so they would not get lonesome.

One day a little girl named Ethel passed the pear tree and saw the little green house. She took the house, broke it open, and put the children in a large, soft bed. She will leave them in this brown bed until they grow to be like their mother."

This story was used, I believe, as a reading lesson, but could be adapted to language, or dictation exercise in spelling. The different things mentioned could be drawn on paper or the board as an exercise in manual expression. The seeds might be counted and grouped, thus giving a drill in primary number work. The most important point, however, is not so much to acquire knowledge as to learn how to acquire it; to train children to think intelligently about the ordinary phenomena of life. There are few children who would not become intensely interested in a very short time, and the value to them of such study would be inestimable. The matter is worth a thorough trial at least, and if the suggestions given above are followed out, we are sure the result will more than repay the time and labor spent in preparation of the work.

EVA V. JOSEPH.

OUR MAGAZINE TABLE.

The inventor of the telantograph, Prof. Elisha Gray, tells the history of his invention in the current number of the *Cosmopolitan*. This is a subject which cannot fail to be of interest, for, as the title of the article declares, the telantograph is a revolution in means of communication.

"Municipal Sanitation" is an article in the May *Forum* which all health-loving, home-loving Americans should read, as

this is a subject on which no one can be too well informed. "Scientific Cooking Studies in the New England Kitchen" in the same magazine, is also a paper of interest.

C. R. Hammerton writes an instructive article in the current *Chautauquan* on "Sanitary Science and the Coming Cholera."

A short biography of John Muir, of glacier fame, appears in the *Century* for May. The article is from the pen of John Swett, a neighbor and personal friend of Mr. Muir.

Especially interesting to students of Chemistry is Prof. Doremus' article entitled "Thoughts Suggested by Prof. Dewar's Discoveries," in the *North American Review* for May.

ALL SORTS.

Allegro.—The graduating class.

Il Penseroso.—The "left-overs."

"It is the old familiar things we laugh at, and it is the old familiar things at which we weep."

The singing in the morning has somewhat the same effect upon the faculty, as the sudden appearance of a cat has upon unice.

"Mrs. Amelia Bloomer, who devised the one much-chaffed 'Bloomer Costume,' is still living in the United States. Singular to relate, she wears the ordinary female garb."

The Senior A's are very anxious to know what kind of reception the Senior B's are going to give them. We warn you, children, that curiosity once killed a cat.

The term is nearly ended, and we are all planning for a pleasant vacation. After a long rest most of us will return again, ready for work, but there will be strangers among us for a new class will have entered. It is to be hoped that the students who are more familiar with the ways of the Normal, will not stare the new-comers out of countenance, for we were all "New Juniors" once, and some of us were very "new" indeed—in fact, in many cases the newness has hardly worn off yet.

Roland Reed and a friend, out for a walk, passed through a graveyard, and the comedian read on a tombstone: "Here lies a lawyer and an honest man." Turning to his friend, Roland innocently wondered why they had buried those two fellows in the same grave.

"I wish you would give me that gold ring on your finger," said a great dude to a simple village beauty.

"Why so?" she asked.

"Because it's like my love for you; it has no end."

"And it's like mine for you," said she quickly, "for it has no beginning."

ALUMNI NOTES.

C. J. Gaddis has just finished a very successful seven months school in Placerville.

Keziah Williams, June '90, is teaching her second term near Upper Lake, Lake Co.

Since graduation, Carrie Overacker, June '92 has been teaching in Yolo Co. near Woodland.

G. M. Steele, who has been teaching in San Miguel, expects to enter Stanford University next fall.

Mary C. M'Guire, June '92, has just finished her first year's teaching in Haywards Grammar School.

Clara Katleson, June '92, is teaching in Palomares Dist., Alameda Co.

For the past year Helen Wight has been teaching very successfully in Nortonville, Contra Costa Co.

A reunion of the class of June '92, is to be held Thursday evening, June 22nd. All members of that class who can attend will please send their names to Prof. Holway.

Miss Julia Washington has gone to the World's Fair. After spending a few weeks in Chicago, she will visit friends in various parts of the East and return home in September.

A large number of the class of June '92 have returned to San Jose, and all report a successful year's work. Among the number are Messrs. Geo. Edgar, S. H. Cohn, C. J. Gaddis, Misses Leona Howie, Susie January, Julia Washington, Elva and Sylvia Boyce, Juliet Burns, Eleanor Carleson and Carrie Overacker.

Mr. H. M. Kennedy, June '92, recently closed his second term at Goodyear's Bar, Sierrita Co., with an excellent musical and literary programme. He has gone to the World's Fair, where he will spend a few weeks, after which he will visit relations in Ohio during the summer. In September Mr. Kennedy expects to enter the Dana Musical Institute, at Warren, Ohio, where he will take a course in vocal and instrumental music.



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 Wand of the May-wind sets them free;
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Copa de Oro, Cup of Gold!
 Empress of pastures manifold,
 In the wonderland by the sunset sea;
 From the heart of thy heart, a draught to thee!

Copa de Oro, Cup of Gold!
 Type of the treasured wealth untold;
 Of the rich desire and the deep unrest,
 Of the glorious, garlanded, Golden West!

—In the Santa Clara.

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THE SMITHSONIAN INSTITUTION, Washington, D. C., offers, among other prizes, one of \$10,000 for a treatise "embodying some new and important discovery in regard to the nature and properties of atmospheric air." Nothing could be more indicative of the favor with which our century regards all scientific investigation, and illustrate more effectively the generous encouragement man is willing to give inventors and discoverers in every branch of thought. Mankind are now thoroughly impressed with the truth that the value to humanity of such men as Edison, for example, can not be calculated in figures. If, by the investigations this offer will inspire, some discovery be made that should increase the general knowledge in regard to the medium in which we "live and move and have our being," and that thereby future conquests in meteorology, hygiene, or any of the departments of biological or physical knowledge be rendered, in the least, less remote, who can calculate the ultimate benefits to mankind that may be thus brought about?

* * * * *

Apropos of inventions and discoveries it might be interesting to reflect upon

the changes in the popular mind in regard thereto within the past few centuries. The time was, and that not very remote, when inventors and discoverers were treated with suspicion and contempt; when only the boldest thinkers dared offer anything startlingly new in thought. Men were wedded to the gods of darkness and could not brook a disturbance of the long revered ideas which had held them in bondage for untold centuries. Age, was to them, a necessary requisite of truth and that which could not boast of venerableness was put down as error without a hearing. Harvey, the discoverer of the truth respecting the circulation of the blood, and Jenner, the modifier of the greatest of modern pestilences, were, in their time, treated to unstinted vituperation and hatred; Copernicus, Newton, Galileo and Laplace would have dropped into the oblivion that engulfed their persecutors had they thought more of popularity than truth: even within the past half-century Darwin and Spencer called down upon themselves the awful resolutions of synods and assemblies when the result of their researches were announced. Time, however, is vindicating truth. Harvey and Jenner, Galileo and Laplace, Franklin and Edison, Darwin and Spencer are now regarded as the benefactors of the human race. Science never moves backward; her march cannot be checked, and even Theology which first came to her shrine to scoff now remains to pray.

IN THE DEATH OF SENATOR LELAND Stanford the nation suffers an irreparable loss. As time progresses and the fame of the great university which bears his name increases, the world's regard for this truly great soul will grow more deep and fervent. In the great school he has founded he has left a descendant that will immortalize his name and confer ever-increasing benefits upon the race.

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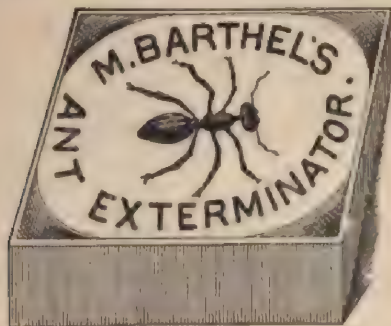
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